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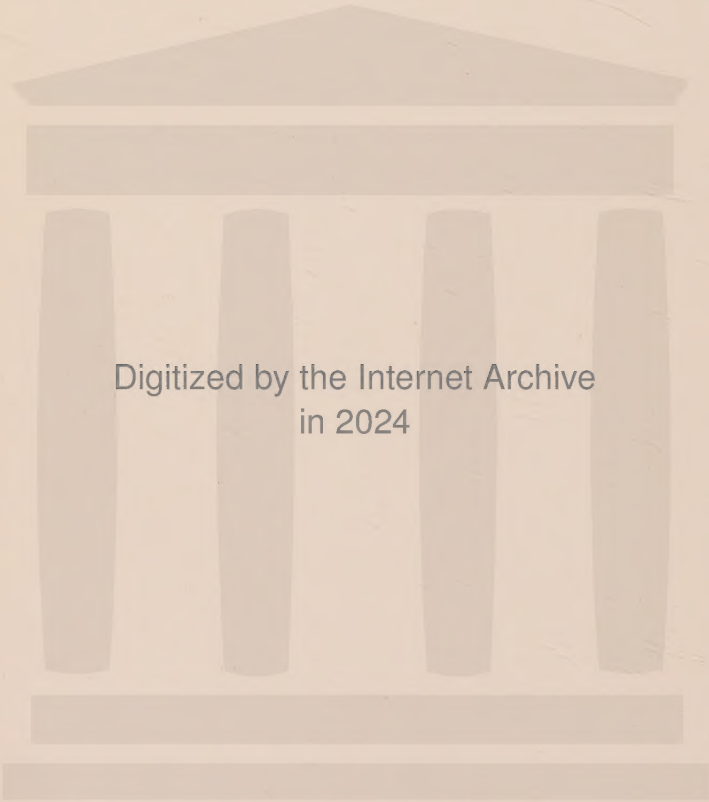
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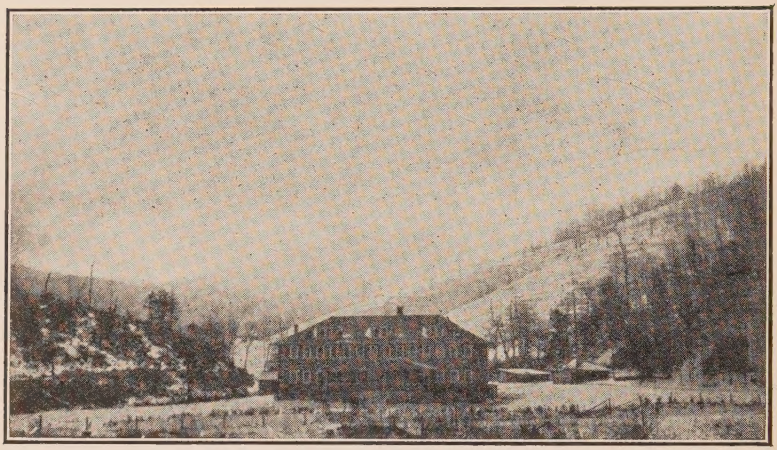
A MOUNTAIN SCHOOL



KONNAROCK TRAINING SCHOOL

A MOUNTAIN SCHOOL

A Study Made by the
Southern Woman's Educational Alliance
and Konnarock Training School

EDITED BY
O. LATHAM HATCHER, PH.D.
PRESIDENT, SOUTHERN WOMAN'S EDUCATIONAL ALLIANCE

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THE EDITOR DEDICATES THE BOOK
TO CATHERINE COX UMBARGER AND HER
COURAGEOUS VISION FOR THE SCHOOL

19384

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PREFATORY NOTES AND ACKNOWLEDGMENTS

PRESIDENT HOOVER'S interest in the acute educational needs of the more underprivileged mountain children, leading as it has done, to his founding of a new school in the mountains of Virginia to help in meeting those needs, has naturally attracted country-wide attention. It has perhaps touched the heart of the nation too as nothing else happening during his administration thus far could have done. If it should in time lead to large resources for remedying such needs, it will have taken on a deeper social significance.

Meanwhile it may be in point in this connection as in others that at another mountain school in the Virginia area of the Appalachians—one chosen after consideration of many schools there and in other states, and bringing together children from mountain homes in four states besides Virginia—the Southern Woman's Educational Alliance has for three years centered an intensive investigation into the needs of mountain children who are grappling with average or over-average handicaps. Also, it has worked closely with the school on its resulting experimental program, which is to continue to be in the nature of experimental research.

Into this experimental program have gone the counsel and not infrequently the active collaboration, of technicians severally of first rank in various scientific fields which must make their contributions to any really permanent solution of the complex human problems involved in the more underprivileged mountain areas. Other collaborators of very substantial professional attainments have worked intensively and extensively on the undertaking.

On the basis of these beginnings, the school is now working

on a flexibly established program. Along with the Southern Woman's Educational Alliance, it realizes fully that the several years of special effort have barely scratched the surface of the really profound sociological, economic, psychological and educational questions which confront those grappling intelligently with the complexities of the so-called mountain problem today. On the other hand, it is obviously helpful to the school for it to take formal stock in this way of its progress thus far on its new program, and there is practical help and inspiration as well for other mountain schools in the close analytic way in which this one is studying itself and using the results of this study as a basis for intelligent growth. Moreover it was the thought of later service to many mountain schools which originally led the Southern Woman's Educational Alliance to undertake the intensive study of this one, dominant as its interest in this one has been since the actual beginning of its work there.

Aside from the uses which the book should serve in the mountain schools themselves, it has some definite things to say and considerably more to imply to the rapidly enlarging numbers among the socially-minded to whom mountain people and especially mountain children, offer a peculiar appeal. In one or the other of these groups may be named members of denominational and of secular boards which maintain mountain schools, national and sectional denominational executives who are paid to supervise groups of such schools, study classes in home missionary societies which are really desirous of visualizing the situations confronted in such schools, patriotic state societies and other non-denominational organizations which promote such enterprises, teacher training institutions preparing teachers for work in rural sections, and departments of sociology and in academic colleges and universities where undergraduate interest in mountain problems is undoubtedly increasing, and where graduate students and instructors are turning increasingly to rural problems as subjects for research. It should hold one or another type of interest too for the scientist or technician whose work connects in any way with the rapidly shifting mountain situation today, whether economist, psychologist or other,

limited as the study necessarily is in various ways.

It should perhaps be emphasized still further that from the beginning, the school itself has been unreservedly a partner in the direct research aspects of the study, often under acutely difficult conditions, collecting information about the community in general and about the homes of the school children, there and elsewhere, preparing records, compilations, reports, plans, curricular and extra-curricular material which would throw light on the problem, constantly cooperating in weighing evidence, advising regarding plans for experimentation and carrying out the plans when selected. Cooperation could hardly have been, in any enterprise, more intimate or inclusive. To the measure of its modest ability, it helped financially too. Besides the principal of the school, Mrs. Catherine Cox Umbarger, to whose cooperation most appreciation is naturally due, Mr. Edgar L. Umbarger, her husband, Miss Marion Waldron, Miss Katrina Umberger, Miss Helen Wilkin, Miss Amy Louise Fisher, Miss Lizzie Umbarger, and Miss Gladys McCune, are hereby warmly thanked. Grateful acknowledgment should be made too to Marion Junior College, a Lutheran institution, which through its president, Dr. C. Brown Cox, contributed in ways that counted financially, both for transportation and for actual labor and material, as well is in moral support.

Aside from the cooperation given by the two schools, the study has been fortunate in other collaborators and advisors. During the first year Cordelia Cox, as a member of the staff of the Southern Woman's Educational Alliance, did by far the greater part of the work, visiting the children's homes with the school principal, administering the tests, interviewing the children, assembling the data in record forms and submitting in the summer of 1927 as an investigator, her report to the Alliance and to the school. This report involved the first recommendations made to the school, and became with comparatively slight modification, the basis of its earliest experimentations. Dr. Fannie W. Dunn, of Teachers College, Columbia University, who assisted in editing all the curricular material and contributed largely to it, should be most gratefully mentioned. Dr. William M. Brown, then head of the

Department of Psychology at Washington and Lee University, was responsible for the psychological work during the second and third school years. He was assisted by Dr. Walter L. Flick of that same institution. Dr. Buford Johnson, of Johns Hopkins, Dr. M. R. Trabue, of the University of North Carolina, and Dr. Lewis M. Terman, of Stanford University, advised in connection with the tests at one time or another, and Dr. Rebecca L. Pollock, of the University of West Virginia, and Mrs. Katherine M. Cook, chief of the Rural Division of the U. S. Bureau of Education, read the manuscript in its earlier form and contributed suggestions, as did Mary Phlegar Smith, of the University of North Carolina, and Mrs. Elizabeth Hatcher Sadler with very helpful results. Finally, in the way of outside help, Dr. Arthur H. Estabrook, of the Carnegie Institution of Washington, read the study critically twice and suggested much new material which led to a reconstruction of the study. Thanks are due also for help of several kinds from the editor to three members of the staff of the Southern Woman's Educational Alliance, including Cecil A. Donahue, Grace M. Harriman and Harriette Wood.

Without intention of apologizing in any way for the school or the experimentations, it seems practical to suggest that certain considerations be kept well in mind in studying results thus far. Among these are the facts that the school is still only six years old, and that, aside from its having to work on a very modest budget, its first care must necessarily go to such imperative problems as providing food, shelter, heat, light, health, and even clothing for its pupils. In a remote mountain section these necessities sometimes delay or prevent action directly concerned with the academic and cultural needs of the children. Also, although its plant and equipment are unusual for so young and so small a school, the gaps in the equipment are still serious, and the best results can be obtained only by filling these. Its lack of shop work facilities is a case in point. The problem is one of finance. This study should constitute an incentive to all its friends and supporters to give it means to realize its best possibilities. It must be remembered too, that, in what is apparently considered by all of the technicians who have cooperated closely in the study, as the

first study of its kind, some conscious groping was inevitable. This applies especially to the psychological problems encountered, but is pertinent also in relation to the educational and vocational guidance by which mountain schools should be guided, especially at a time of so many significant changes in mountain areas. Open mindedness always, and the trial and error method when necessary, have been accepted as parts of the technique.

Since the purpose of the book has seemed to necessitate addressing it both to those preferring the thoroughly technical presentation and to those who find statistical tables and other technical formalities alienating, the editor has been at much pains to study the convenience of both types of readers, and several forms of arrangement were tried out before the present one was adopted. The two determining considerations in this plan were first to give every reader, in the body of the text, all the facts that are necessary for a clear understanding of what the school has undertaken and how it "works"; and second, to safeguard the rights of the research technician through the use of the *Appendix* and of footnotes, where the smaller amount of detail needed in the text for other readers seemed to make this advisable. Perhaps the safest counsel to each reader is to look for what he wants, but the statistically minded might do well to glance at the resources of the *Appendix* at the beginning, and permission is hereby given others by the editor, to ignore such tabular footnotes, and psychological or other formal data as might seem at all burdensome. For them, assuming that only thoughtful people will read the book at all, it is hoped that the continuity of the human story as such will hold.

It is the judgment of those who have advised intimately with the director and editor of the study, that Konnarock Training School, can, with due encouragement, well become a demonstration school for other mountain schools and so multiply its usefulness many times without disturbing at all its original purpose. It is pleasant to report that at its annual meeting in April 1929, its board of directors pledged themselves to do everything possible to carry out the recommendations made on the basis of the study and experimentation di-

rected by the Southern Woman's Educational Alliance and that the school is going forward on the program which has been developed on the basis of the research and experimentation recorded here.

O. L. H.

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INTRODUCTION

The Preliminary Mountain Journey and Its Consequences

Occasion of the Journey

The interest of the Southern Woman's Educational Alliance in mountain schools, particularly in the smaller and less privileged ones, is a long standing one. Questions as to how far they are actually adapting education to the individual child and to the actual community needs and possibilities, as to the educational and vocational philosophy on which they are working in regard to the rights of the child and to the child's obligations to the community, and other questions related to these, have increasingly drawn its attention and challenged it to intensive study in the interest of both the child and the community. The merits of certain techniques of adaptation prevailing in most of the schools were fully recognized, but it has been felt that with the many changing conditions in the mountains, these need revamping, as does also the attitude of the average financial contributor to mountain schools, whose mind often moves in a direction diametrically opposite to that of sociologists and economists studying the mountain situation in a scientific way and giving their attention increasingly to its problems.

There has remained, constantly too, the thought of the impossibility of carrying out any theory, wholesale, in regard either to mountain communities or to individual mountain children, and along with it, the haunting realization that even scholarship and science can not always measure human well being and the ingredients of human happiness for others, since the determination of the exact sense of values and proportion of values by which any other life should proceed is a precarious undertaking. At best, it has seemed all that all

progressive forces combined can do for individual mountain boys and girls now to find out how to give them individually the best possible chance at development, in accordance with their individual abilities, show them the choices among opportunities for using this development and await their reactions to these possibilities. Perhaps most of all, it was felt, as a fact including all the others in its scope, that in the most isolated, underprivileged mountain areas, where there was least chance for any of the light of modern educational science to penetrate of its own accord, the need for it was the most acute, and that until the schools in these areas could be put into touch with the newer aids to education, and develop a genuine habit of weighing the sociological and economic considerations relevant to their problems, much waste and backward motion, or at best, much circular motion was inevitable. The problem appealing most strongly to the Southern Woman's Educational Alliance was that of how to reach the smaller, more isolated schools with such modern educational aids as the case study method, mental and educational tests, educational and vocational guidance, and especially that of persuading them to use in the most effective way the educational, sociological and economic findings of scientific students of such areas, as aids in shaping and carrying out their school programs.

A chance to begin to study the problem in a more sequent way came in the spring of 1926, when the president of the board of trustees of Konnarock Training School, a newly organized mountain school, applied to the Southern Woman's Educational Alliance for counsel to the head of the school, in regard to her gaining further training for her task. The principal involved was a native of the mountain section and was a college woman with some graduate work at Columbia University to her credit. Moreover, she was possessed of keen insight, as well as of a natural understanding of mountain people and of their ways. She had sensed the significant changes coming on in the mountains and was interested to equip herself more thoroughly to meet them. With the double motive of widening her acquaintance with various types of mountain schools and of securing certain kinds of informa-

tion for itself by her personal conferences with the administrators of the schools, the Southern Woman's Educational Alliance provided her with a Ford car, two assistants, an itinerary and schedules to be used in interviewing. After a season of preparation in the office, she began a journey which is outlined on the accompanying map.

The Schedules Used for Mountain Schools

The schedules used as a basis for interviews with heads of schools, with other workers and with community leaders were brief and simple, since it seemed extremely important that the approach be kept as informal as possible. None of those interviewed was asked to fill out the schedules themselves, this being done on the roadside immediately after the interview. Answers to questions involving any statistical information were usually very incompletely given, but much valuable insight of a preliminary sort into school tendencies was gained, and besides filling in the schedules, the interviewers recorded in detail all supplementary information gained which seemed to them significant or interesting, also collecting all available literature of any sort about the school, the records being filed merely as notes towards further study. In most instances the head of the institution involved, or the administrative officer whose work was most directly connected with girls, was included among those interviewed. In every case except two, the school official interviewed stated that there was a need of information and of other help along lines suggested by the questions. For special reasons questions were not asked of these two. All institutions for higher education which lay in the path of the interviewers in the mountain area were visited for learning their resources and acquiring some information as to the extent to which they were utilized by the less privileged young people in their respective areas.

SCHEDULE USED FOR THE SCHOOLS

Official Position of Person Interviewed *Name*

1. Does your program include any educational and vocational guidance for girls? If so, what is it?

2. Are you conscious of problems connected with measuring and analyzing the individual abilities of your pupils? If so, how do you meet them?

3. Are these problems connected with questions as to which ones could wisely drop out of school and what work is open to them if they do?

4. Do you need help in this analysis and in the way of information to give to any of these types of pupils?

5. For what occupations and avocations do you give any training?

6. What information can you give as to the preferences of students among these types?

7. What information can you give as to the number making use of this training in rural sections now? In your own county? Elsewhere?

Schools Visited

The schools visited were the following:

Asheville Normal and Associated Schools, Asheville, N. C.
Berry Schools, Mt. Berry, Ga.
Blairsville Collegiate Institute, Blairsville, Ga.
Blue Ridge Industrial School, Dyke, Va.
Buchanan Mission School, Council, Va.
Cumberland College, Williamsburg, Ky.
Ferrum Training School, Ferrum, Va.
Georgia Ninth District School of Agriculture and Mechanical Arts, Clarkesville, Ga.
Grundy Presbyterian School, Grundy, Va.
John C. Campbell Folk School, Brasstown, N. C.
Lincoln Memorial University, Harrogate, Tenn.
Nachoochee Institute, Sautee, Ga.
North Georgia Agricultural College, Dahlonega, Ga.
Piedmont College, Demorest, Ga.
Pine Mountain Settlement School, Pine Mountain, Ky.
State Normal School, Athens, Ga.
State Teachers College, East Radford, Va.
Sue Bennett Memorial College, London, Ky.
Tallulah Falls Arts and Crafts School, Tallulah Falls, Ga.
Union College, Barbourville, Ky.
University of Georgia, Athens, Ga.
Virginia Polytechnic Institute, Blacksburg, Va.
Young-Harris College and Academy, Young-Harris, Ga.

The map which follows indicates the location of each institution visited.

SCHOOLS VISITED IN MOUNTAIN AREAS BY S. W. E. A. REPRESENTATIVES IN 1926

Tentative Impressions from the Journey

From interviews held on the journey, from school catalogues and other school literature, direct observation of the schools themselves, earlier contacts with other mountain schools, and much conference on the part of the mountain school head who had made the journey with the editor of this study, certain impressions were then recorded. They were recorded as being very tentative, to be checked with earlier impressions already cited and especially to be checked with intensive study later, as opportunity for making such study later might offer itself. They are included here for the reader's comparison of them with recommendations made by the Alliance to Konnarock Training School, at the end of a year of study of that school, and for comparison with the experimental program which has been in operation there since that time. Much of what is said here applies to many rural schools elsewhere, as well as to many in mountain areas. Also emphasis should be laid upon the differences among the mountain schools in relation to liabilities and assets mentioned here. This summary, tentative as it is, is intended only to suggest certain trends or needs in many mountain schools.

1. Records, based on home data and mental and physical tests, should be established for each child, and maintained as long after his school course is completed as possible.

2. There is need of much more attention to levels of individual mental ability and to vocational aptitude. The simpler mental tests, carefully administered and safely interpreted, could be of much service here.

3. The old method of "teaching the text book and not the child" still has its clutch on most of the mountain schools, apparently.

4. The text books are almost entirely those written from the urban point of view. The vocabulary is often bewildering to the mountain child and there is little or nothing in them to be linked to the child's experience or used in it.

5. The teachers in many of the smaller mountain schools, if not in many large ones, are in great need of knowing modern educational methods of interpreting curricula subjects in terms of local environment, of knowing how to translate

the school civics, geography, history and other subjects into media for making pupils understand their own communities more fully. Health, and wholesome recreation and social life need to be stressed much more fully than they are now stressed.

6. The project method, giving a child something interesting to work out in relation to his environment, and giving him or her a pleasurable responsibility in the undertaking, can be very helpfully used in all the schools.

7. Every private or public high school should be provided with catalogues and other information about institutions of higher education and about professional schools. Information about agricultural colleges should be included, but so should that about teachers' colleges, art schools, and about training for nursing. Although all the teachers should cooperate in giving the children the type of guidance needed, it is usually best for one teacher to have charge of the formal vocational information.

8. Simple, clear, vital interpretations to parents and pupils, in their own terms, of the value of education—why it is worth the trouble—are greatly needed. Most of them do not understand why it is so important as is claimed.

9. The question as to whether the child ultimately stays at home or goes to the city should be far more clearly stressed in terms of the needs of the individual boy or girl. Information and counseling which stimulate rather than stifle independent thinking and initiative, are what is needed.

10. Training for occupations to be followed in the mountain often needs more simplification of equipment, and also of techniques than it receives for adapting it to mountain possibilities. This is especially true for girls, and in relation to the teaching of home economics. Equipment should be of the sort which can be duplicated easily later. The need of careful guidance applies also to craft work, which many schools in the mountain sections teach; the pupil's side needs to be studied as well as the school's, since the question of marketing is still problematic. Closer correlation of demand with supply, better standardization of articles made for selling, greater variety in design, and other adjustments are urgently needed.

If articles made by the pupils for selling are not sold, there is a sense of frustration and futility.

11. Children of average and above average intelligence need to be provided with information about both urban and rural occupations.

12. Teacher training institutions should take account to the fullest extent practicable of the acuteness of the educational, sociological and economic aspects of the problems of mountain school children, and the result of all research in this connection should be passed on to them.

The Choice of a School for Special Study

With the need among the smaller mountain schools and among many of the larger ones as well thus clearly visualized, the next step was the selection of the mountain school where conditions were favorable for making such a study, and where financial as well as other types of cooperation could be secured for supplementing the extremely meagre amount of money which the Alliance could itself expend upon the investigation. It was natural that close consideration should be given to Konnarock Training School which was originally in charge of the young college woman who visited other mountain schools for the Alliance in 1926.[1]

Its claims upon a research undertaking, when compared with those of other schools visited, seemed to show that its combination of assets for the purpose was unique. The more significant of these assets are cited here.

1. It was new and uncluttered with educational and other preconceptions which might seem to the administration unchangeable.

2. It had an excellent physical plant and an assured existence financially.

3. Its faculty consisted of keen, open-minded young women with modern training. They were interested in the scientific aspects of education in general, and of their own mountain

[1]She went subsequently to the University of North Carolina, upon the advice of the Alliance, for a period of study of sociological questions, and her place was taken by Catherine Cox Umbarger, who has been in charge of the school throughout the period of the study.

school situation in particular. Thus they were ready for cooperation in research likely to give them new light on their task.

4. The school was ready to cooperate financially in the undertaking to the measure of its ability, although no additional grant in its budget was made or expected for this purpose.

5. The general objectives of the school so far as defined, and what had already been accomplished in the school program, had thrown some light on the main problems to be solved, without complicating unduly the possibility for solutions.

6. On the other hand there was definite need on the part of the school for prompt help of several specific sorts, in order that assets already named could be fully capitalized.

7. The community background and the homes from which the boarding pupils in the school were coming evidently presented problems typical of those obtaining in many mountain communities.

8. The location of the school in the Appalachian system was sufficiently close to the boundary line of several other states to enable children from mountain areas in these states to attend. In this way the geographical significance of the study permitted considerable scope since case studies of individual children were to be made and homes visited.

9. The president of Marion Junior College, an institution located in this mountain area, comparatively near to the school and one to which the Konnarock girls were apt to be directed, was definitely interested in the undertaking and was ready to cooperate in all practicable ways.

10. It was possible to use as the first investigator for the first school year Cordelia Cox, who had made for the Southern Woman's Educational Alliance the study of the underprivileged elementary schools forming a part of this series of rural studies and who was then a resident of Marion. She had had experience in mountain school teaching in that area, besides being already familiar with Konnarock Training School and its environment.

The formal beginning of the Konnarock study itself was

made November, 1926, and it was agreed that, at least for the time, the girls of the school should receive much more attention than the boys. This was not only because the school was primarily for girls, as was also the work of the Southern Woman's Educational Alliance in general, but because there was, from the time of the beginnings of the study, a seemingly growing possibility that the denomination maintaining the school would decide to establish a boys' school near by and so withdraw all of the boys in this school for attendance upon that. That possibility has now developed into a decision, and word has been received that the boys' school may be opened in September, 1930.

It should be said, however, that much more interest has been given to the problems of the boys in Konnarock Training School than may be immediately evident in the book, and that both in matters of testing and in study of local occupational opportunities, as well as in other connections, boys have been included as often and as intensively as financial and other considerations would permit. Indeed the problem of the future of the girls could not otherwise have been considered intelligently.

Making of case studies of each of the thirty-eight girls in the school naturally became the starting point for the study, and as soon as the weather admitted of doing so, the facts given by the children themselves or gained by the school through correspondence, were supplemented by visits of the Alliance investigators, and the principal of the school to the girls' homes. The way was often difficult, sometimes meaning pushing the Ford car up the hill, sometimes abandoning it to follow the bed of the creek, and taking whatever measures inaccessibility required. Not all homes were so unfortunately situated, however, as good roads are steadily developing in many of these areas.

The study which follows finally concerns itself with the school, the homes from which the children come to the school, their parents and the children themselves, very particularly with the girls. Chronologically it takes account of the three school years covered by the period of 1926-29, but summarizes very briefly for the school years 1929-30.

A MOUNTAIN SCHOOL

CHAPTER I

KONNAROCK TRAINING SCHOOL AND ITS ENVIRONMENT

The School

Konnarock Training School is a mountain mission school, located in Smyth County, Virginia, near the base of two of the highest mountain peaks in the state, Mount Rogers and White Top. It lies in the Appalachian mountain region fairly close to the boundary lines of North Carolina and Tennessee, those of Kentucky and West Virginia being not far away.

The School at Close Range

Pupils come from all of these states to the school and fathers and brothers tend to shift about from one to another as occupational possibilities present themselves. A village two miles away from the school gives it its name, and the nearest

towns are Marion, Virginia, 25 miles across the mountain in one direction and Bristol, 48 miles distant, in another. The proximity of the school to the Tennessee line is shown by the fact that ownership of the main street in Bristol is divided between that state and Virginia.

The village of Konnarock has thus far had as its main reason for being, the fact that it was the center of operation for a big lumber company. The president of this company has for many years made his home there and has largely directed local educational and other socialized activities. He assisted materially in the founding of Konnarock Training School, which is of elementary grade, and serves as the treasurer of its board of trustees. The village of Konnarock has had, at its best, a population of approximately five hundred, including the outlying areas. As the lumber resources are now practically exhausted, the company is expected to move away shortly, and this fact is sure to reduce rapidly both the population and resources of various sorts for the maintenance of those who remain. Much effort has been made by home owners to sell their homes and migration is already well under way. The total population of the valley in which the school is situated is approximately one thousand and is distributed over twenty-five square miles.[1] About half of people form the general community to which the school belongs, a community which recognizes itself as tending away from grouping with the village, although dependent upon it for mail and local purchases, as well as for its high school. On the other hand the school necessarily recognizes a larger area, one including the village, as being in various senses, in its community.

Nature in that area is stern and demanding in its rigors of climate and the natural beauty of the country is seriously marred at many points by the trail of large and small saw mills, and dreary stretches of stumps deaden the landscape in many directions in a depressing way. However, many spots, even near the school, are left untouched in their beauty.

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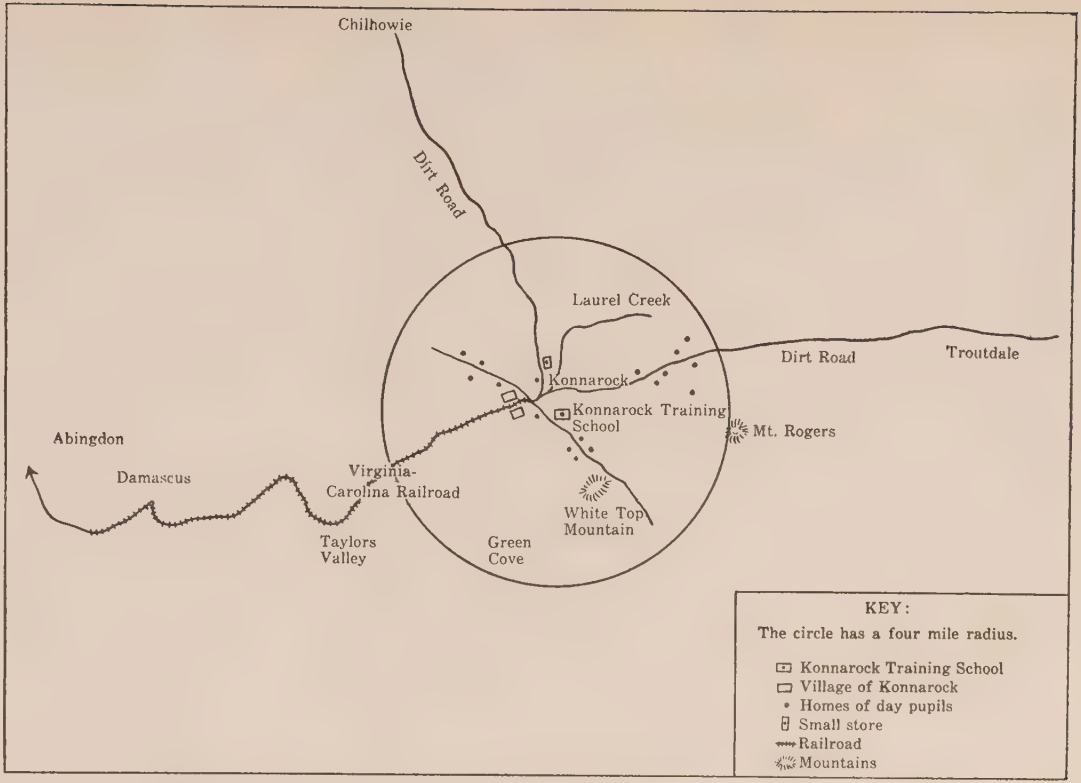
[1]The average density of population for Smyth County, as shown in the 1920 census and cited for this use by the Virginia Department of Agriculture is 51.9 per square mile, thus suggesting a population per square mile of approximately 40 persons in this area is not too high.



THE SCHOOL COMMUNITY, WITH LOCATION OF HOMES OF DAY PUPILS

Its Origin and Purpose

The school was founded in 1924 by the Woman's Missionary Societies of the United Lutheran Church, its announced purpose being that of the education of children in the "Southern Highlands." Its government is vested in the hands of a self-perpetuating board, with the actual conduct of the school and the determination of its educational program committed almost unreservedly to the school principal.

AFTER THE SAW MILL HAS DONE ITS WORK

The school serves both as a private boarding school and as a public, elementary day school for its own neighborhood, meeting the requirements of the state board of education, while supplying many additional advantages. It provides not only elementary school instruction for both of the groups mentioned but residence for pupils from a distance who have advanced beyond the elementary school and so can attend the village high school at Konnarock.

The school faculty and staff are all active during most of the summer as well as in the winter, and the teachers who do not attend teacher training institutions at that time conduct vacation Bible schools in adjacent mountain communities especially in need of them, or assist at Konnarock Training School itself.

The school and community nurse, with the cooperation of the principal, holds clinics for tonsil operations, dental work and other health needs of the community.

School Building and Equipment

As the picture suggests, the school is housed in an excellent, modern, three-story frame building, covered with native bark. It is well designed for the uses of the school, containing such modern conveniences as bath rooms, electric light, and furnace heat. The rooms are large, well lighted, and attractively furnished.

There is also a well designed chapel, a distinct building in itself, but attached to the main building. It contains a pipe organ, and there are two pianos as well, besides a violin provided by the teacher for class use. There are two excellent home economics laboratories, one for cooking and one for sewing and craft work. There are also a small and skilfully operated school farm, a small hatchery, a vegetable room and a garage.

The school library contains about 1,500 books and a number of magazines besides church publications for juniors and adults, and a daily newspaper. Such material as serves the school's need in federal and state bulletins, advertising matter, chamber of commerce materials, American Child Health Association publications and others, adds to usable library information, temporarily or permanently.[1]

The classrooms are sunny and sufficiently spacious, and are excellently equipped, as compared with those of most small, rural schools, having comfortable chairs with extension desk arms, books, maps and other aids for the older children, and equally suitable equipment for the primer and primary department. There are also water rights, effective sewerage, and a septic tank, with a clearing and draining site. The fire hose

[1]The children perform as much as possible of the simple library service needed. One of them, age ten, prepared a partial list of the books. Classifications given her for the listing evidently strained her knowledge of the nature of the contents in some instances. The explanation which she appended to her list suggests too that she used her own judgment in selecting the books to be listed. That explanation is given here in advance:

"There are many novels, story books, mission study and other religious books which we children do not use. One lady sent us her library and asked us to keep it together. Almost all of the books are for older people. We have 1459 books in our library. This is a list of the books we use most." Her comment on the religious books not listed by her is also to be noted: "many other religious books almost too hard for children to understand."

connections and sixty feet of hose on each floor together with the fire escape and the fire extinguisher are thought to give adequate fire protection.

School Budget and Financial Assets

The balance sheet of the treasurer for the fiscal year ending December 31, 1928, showed total assets of $59,809.46, with an operating cost of $12,351.70. The school buildings and improvements are valued at $43,710.88, the school furniture and fixtures at $5,223.80, the water system at $1,509.50, and the pipe organ at $2,686.95.

The school farm is adjacent to the school. It provides, with the aid of its garden, fresh fruits and vegetables for the summer and early fall, apples for the entire year with an occasional surplus for the market, and an almost sufficient supply of potatoes to last throughout the year. Poultry enough are raised for a considerable proportion to be marketed. Hay, soy beans and oats are grown for the cattle supplying the school with milk.

Faculty and Staff

During the three years, 1926-29, covered by the study the faculty and staff have consisted of the following, with only one change to be noted except in the way of addition:[1]

Catherine Cox Umbarger, Principal 1926-
Edgar L. Umbarger, Supervisor of Farm Activities 1926-
Marion C. Waldron, Religious Education and Home Economics 1926-
Katrina Umberger, Grades III and IV, and Music 1926-
Helen D. Wilkin, Grades V, VI and VII 1926-
Lizzie Umbarger, Primer, Grades I and II, and Physical Education[2] 1926-28
Gladys McCune, Primer, Grades I and II, and Physical Education 1928-
Amy Louise Fisher, School and Community Nurse[3] 1928-
Belle Marlin, Supervisor of Kitchen 1926-

The principal of the school holds a Bachelor's degree from the College of William and Mary and is a trained and experi-

[1]There is also one farm laborer.
[2]In 1928-29, Miss Lizzie Umbarger was succeeded by Miss Gladys McCune as teacher of these subjects.
[3]During 1926-27 and a part of 1927-28, a school nurse was, for unavoidable reasons, lacking, but except for this interval, provision was made for one.

A GROUP AT RECESS

enced social case worker. The home economics teacher is a graduate of Simmons College, and the others hold normal professional certificates. The nurse is a graduate of the Richmond School of Social Work and Public Health, which fact means her being also a registered nurse. The supervisor of farm activities is a native of the county, familiar with its natural resources and with the history of all occupations attempted there. He is also a man of education, familiar with scientific agricultural methods.

Attendance

During the three years covered by this study, the school had a total attendance of 124 pupils representing 74 families. Forty-five of the 76 children who were in school when the study was begun were still there at the end of the three-year period. A total number of 90 girls and of 34 boys attended during this period. For the first two years after the opening, both boys and girls were accepted as boarding pupils, but beginning with the school year 1926-27, only girls were admitted to residence. Among day pupils the number of boys exceeded that of girls for the first two years, but was identical in the third year, 1928-29. The proportion of high school pupils, all of whom were girls, varied between one-seventh and one-

twelfth, or from 8 to 12 pupils, with the shrinkage occurring in the second year.[1]

The Girls' Appearance

After the glimpses which the visitor to the school gains on the road from the train, of underprivileged mountain homes and children, he views the girls resident in the school with

SOME OF THE GIRLS RESIDENT IN THE SCHOOL

frank surprise, especially when it is understood that most of them come from such very poor homes that the school felt it best at first to make no financial requirement of them. Also, photographs testify to the look of poverty which characterizes many of them on their arrival.[2] There are various explanations, however, of the strikingly attractive appearance which the girls present, as a group and for the most part individually, after they have been there for a time.

[1]The table below is provided for the statistically minded reader.

NUMBER OF PUPILS, 1926-29

	1926-27	1927-28	1928-29
Boarding pupils	30	34	35
High school pupils	11	8	12
Grammar grade pupils	19	26	23
Day pupils	46	56	64
Boys	28	30	32
Girls	18	26	32
Total number of boarding and day pupils	76	90	99

[2]This policy has been felt to be a mistaken one and a beginning of correcting it has already been made.

Their clothing is entirely supplied by the school, which receives practically all of it from Lutheran missionary societies situated in all parts of the United States. Much of it is in excellent taste and state of preservation, and material by the yard is also sent not infrequently. The home economics teacher assists in selecting what is most becoming to individual girls and supervises the remodeling and the making of new garments. The girls are quick to adapt themselves to higher standards of appearance, and develop skill in making the most of their supplies. The close medical and dental attention given them, the outdoor life, the facilities for bathing, the recreational phases of the school program and in general the balancing of work and play in an active life make for wholesome physical development and their social life gives many of them with surprising quickness an ease of manner which makes for grace and adds to their attractiveness. A good many have the natural assets of beauty, too, and many more, of a comeliness that is quick to develop with opportunity. The appearance which they present is therefore, in the main, that of an attractive, well groomed and refreshing group. To all appearance they are still untouched by the tendencies which went to make the "flapper" in her heydey, and even cosmetics, or extremes of dress of any kind are apparently not yet in their consciousness. Vigor, freshness and a certain freedom from

A—WHEN THEY FIRST CAME TO K. T. S. B—FOUR MONTHS LATER.
C—SISTERS WHOSE HOME IS THE SCHOOL

cramping conventions are among distinctive impressions which one gains from their looks.

This standard of appearance must be recognized as the result of gradual development, however, and perhaps not strikingly perceptible until the school year, 1927-28, or the second year covered by this period of study. Its applicability naturally varies with the individual girl, if not with the length of her stay at the school.

FAMILY BACKGROUNDS OF THE GIRLS

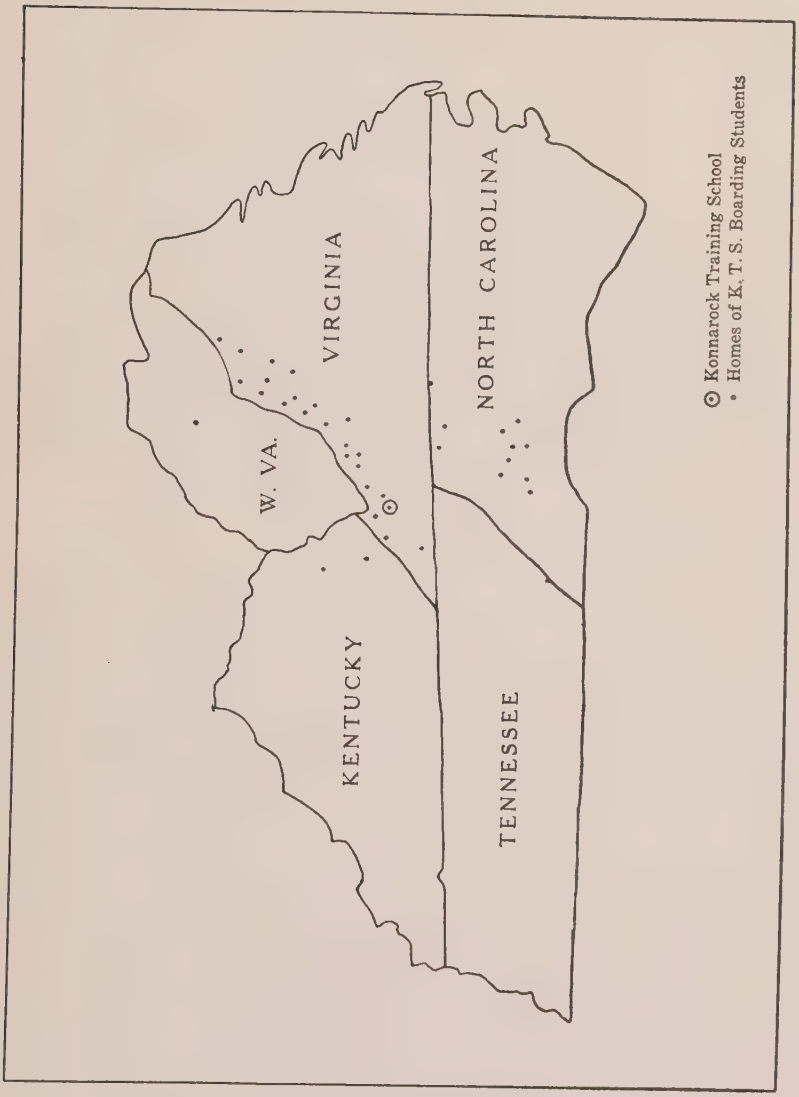
Location of Homes of Pupils Attending Konnarock Training School, 1926-29

The map preceding this page shows the states and locations within them from which these pupils have come in the school year, 1928-29, and the one following shows the locations of the homes of the children living within Smyth County, where the school is located. Over the period of three years covered by this study, four states have provided most of the boarding pupils, with Virginia providing slightly more than three-fourths of them each year. North Carolina furnished the school with about one-seventh of its pupils during this period, this being the next largest contingent provided by any state except Virginia, which naturally accounted for the great majority, this being more than two-thirds of the total number each year. Of the Virginia group by far the larger proportion again were the boys and girls of the immediate neighborhood. Thus in a total of 76 the first year, 62 lived in Virginia and 46 of these were day pupils. During the third year 78 of the 99 pupils lived in Virginia and 64 lived near enough to the school to be day pupils. Kentucky contributed two pupils throughout the three-year period, Tennessee one the first year and two for each succeeding year, and West Virginia two each for the last two years.

Racial Stocks of the Families Represented

The two strains chiefly represented by the children attending the school, whether from the community or from a greater distance, are chiefly Scotch-Irish and German, although there

LOCATION OF HOMES FROM WHICH K. T. S. BOARDING PUPILS COME



A Group of Neighborhood Boys in the School

is evidently some English strain as well. It seems locally accepted that the first of the settlers were the Scotch-Irish, although the Germans or "Pennsylvania Dutch" must have been close behind and are still a strong factor, both in the local population and in North Carolina areas from which children come to the school. Such well-known Virginia names as Campbell, Buchanan and Pendleton date back to pioneer days in the county, however, and the numerous Byrds, Popes, Johnstons and Townsends today show the strength of the minor English strain.

In spite of this variety of racial relationships, the adults of the local community, which represents approximately half of the pupils, give one the impression of a race unto themselves. Their remoteness of view and their limited contacts are suggested by such comments as that of one village woman who remarked with pride that she had seen a Jew once or in the astonishment of another who saw a negro in some entertainment brought from a distance, or in the request of a third that the visitor tell her "something about the Romans," meaning the Roman Catholics. It is noticeable too that, although a Swedish

hotel-keeper has been there many years, he remains "foreign" to this day, whereas the German strain is accepted.

Size of Families

From all statistics available from the opening of the school, the authorities have deduced that the average number of children in the homes from which the children have come is 7.3, but that, allowing for the unfinished families, so far as this is practicable, the average number is 8.

Education and Occupation of Parents, Brothers and Sisters

Fifth grade education is the level which it is locally considered desirable to obtain, because parents have rarely gone further. The school authorities stated that it was impracticable to provide inclusive statistics on the education and occupations of the brothers and sisters, since many were inaccessible for being questioned, and their sisters at the school very frequently could not give the information. They stated, however, that it was certain that very few had attended schools other than those in their own home communities, and that no boy or girl from the school community was attending an institution of higher learning anywhere. Only one boy in the community was attending the village high school in the school year, 1928-29. Very few brothers or sisters have had any training at all for the occupations which they are following, whether permanently or temporarily.

Magazines and Newspapers Received by the Community Post Office

The area served by the post office includes the population of the school as well as that of the village and the outlying districts, estimated then at a maximum of 500, thus making a total of approximately 600 during much of the period involved in this study. The daily newspaper from the nearest city, Bristol, came to 26 homes, and the Roanoke paper only to people connected with the school. One or more copies of the twenty-three magazines listed below were distributed in the mails: *The American Magazine, The Ladies' Home Journal, The*

Southern Agriculturist, The Progressive Farmer, Grit, Home and Hearth, Liberty, Youth's Companion, McCall's Magazine, The Country Gentleman, The Southern Planter, The Farm Journal, Home Comfort, The Blade and Ledger, The People's Popular Monthly, Everyday Life, The Literary Digest, The Saturday Evening Post, The Southern Ruralist, Farm and Fireside, Comfort, The Farmer's Wife, New Ideas. The postmaster could not give the number of subscribers for any of the magazines, except to say that only the school subscribed to *The Literary Digest, The Country Gentleman,* and the *Youth's Companion.*

COUNTY AND COMMUNITY RATINGS ON STANDARDS OF LIVING

Rating of Smyth County Among Virginia Counties

The Composite County Activity Index, which has rated the one hundred counties of Virginia according to certain announced criteria of progress, rated Smyth County thirty-third. The investigation showed that the county had a health unit under a sanitation officer, a county farm demonstration agent, a board of public welfare, a juvenile and domestic relations court, and a probation service, but that it lacked a complete health unit worker under a whole-time health officer, a unit under a public health nurse, and one under a sanitation officer and nurse, a home demonstration agent, a superintendent of public welfare or an office secretary for such work, a county road engineer, and a county road superintendent.[1]

Although it is clear from other local conditions, and from the experiences of the school itself that medical service is none too easy to obtain, it is to be noted that Smyth County, in which the school is located, ranks twenty-third among the one hundred counties of the state in the number of its physicians per square mile, having twenty-three doctors for a population of 23,300, or 1,013 persons per doctor, or one to every 19.8 square miles.[2]

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[1] *Composite County Activity Index,* 1927, published in the *University of Virginia News Letter* of date November 1, 1928, by Marjorie F. Irwin.

[2] These figures were taken from the *American Medical Directory for 1927* and Reports of the United States Bureau of the Census, *Distribution of Doctors by Counties, 1927.*

Home Conditions

Neighborhood homes and farms were rated for their condition and facilities by the school principal, the school farm supervisor, and the school and community nurse. Twenty-three places were scored and the plan followed in the scoring was adapted from one used by Berea College in a county achievement contest in Eastern Kentucky. Seven items, with a total possibility of credit values reaching to 1,000 points, were selected to be used in the rating. These items covered exterior

MANY HOMES ARE NO BETTER THAN THIS

and interior improvements of the house, such as exterior painting or whitewashing, provision of door steps, inside painting, wall paper, window curtains and shades; conveniences—such as indoor pumps, sinks, canners, refrigerators, washing machines, sewing machines, telephones, etc.; food preservation as illustrated by the cold pack method and drying under sanitary conditions; such care of the yard or lawn as is shown by tended grass and flowers; farm buildings such as barns, sheds for stock, woodhouses, or outside cellars; the amount of money spent for buildings, fences, water, lighting, farm machinery, etc. None of the community houses has an indoor toilet, all are heated either by open fireplaces or by stoves, and the only light-

ing is by lamp or candle light. Many of the houses have no steps at all, only three are painted, and there are only two sanitary flyproof outdoor toilets. None has protected spring water. The only items scored to any appreciable extent were the twenty buildings having adequate barn and shed protection for stock and the ten outside cellars for preserving food in summer and in winter. The most striking fact of all is that the amount of money recently spent in the neighborhood for farm improvements was set down as 0. These facts will visualize briefly the low standards of living.

Although the larger community, including the village, boasts of two or three homes with definite standards of living, and a few others are above the lowest level, visits to homes of the children from a distance showed that the average among these was not much higher, in spite of the appreciable variety in such homes, especially in the matter of cleanliness. Judged by any standards of health and hygiene, most of the homes would be very bleak, however, and would seem to city people frankly impossible. Indeed the rating accorded those in the community by the school authorities and their report that many of the homes at a distance which have been visited are no better, give little ground for optimism. Many details contribute to this discomfort: the houses are frame and most of them are very

ANOTHER HOME IN THE COMMUNITY

poorly built, always unscreened, and often cracked, so that at all seasons the wind blows through freely. The habit of leaving doors open persists even in the winter with the family huddled around the open fire. In bad weather the children often sit through the day in wet shoes, with colds accepted as a law of nature and allowed to run their course.

Instances of various types of homes are the following: Nolia T. lives on a mountain place owned by a progressive land company, in such quarters as would be assigned there to a farm assistant. Mary M.'s home has one room and a shed. A corn bin is attached to the small front porch. Delia R.'s home is very bare but clean, and she has added in her autobiography, that there is a very satisfying playhouse by the creek. Nellie O.'s home is an old lumber shack built along a creek bed. It is papered with pages of catalogues and with covers of magazines. Frankie and Julia live in an isolated cabin. Phyllis M. has a comfortable home with a grandfather who owns three hundred acres, although he earns his main living by working in a table factory in the nearest town.

The following description of a home pronounced by the school and community nurse to be an average one for the locality suggests the meagre background from which local children attending the Training School come. It was written by a counselor on the staff of the Southern Woman's Educational Alliance who accompanied the school and community nurse on her rounds:[1]

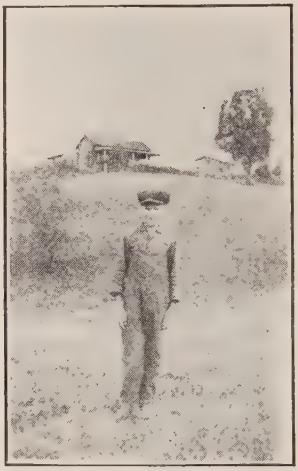
The father and the oldest son were at work in another state and the mother was left in charge of seven small children and of the farm and garden. The house was unpainted and out of repair, and the rough boards which made the floor were worn thin in places. Only five chairs were discoverable, and some of the children stood against the wall while others crawled over the bed. The whole atmosphere was one of dirt and disorder.

When the visitors began talking to the youngest child, who was three years old and decidedly pretty, Mrs. P. apologized for the child's appearance, saying that she had neglected to

[1]Because of a slight amount of editing, quotation marks are not used in the account following.

wash her face because she had been busy sewing all day. The mother had recently been dangerously ill from infection at childbirth. The child had died and the school and community nurse, who was called in when the mother's illness was acute, explained that what happened was largely caused by the uncleanly conditions.

As already mentioned, the husband, well recommended by the nurse for his industry and sense of obligation to take care of his family, had just left home. He was to be gone about six weeks and had taken the oldest son with him to help with the work. The wife did not know his address or even the state to which he had gone, although this was known to the nurse and



A NEIGHBORHOOD HOME AND ONE OF ITS BOYS

to others in the community, and she spoke of the matter without embarrassment or concern of any sort.

The mothers are often so oppressed with the strain of child bearing and child tending that they seem to the outside observer singularly dispassionate in relation to their children. At a recent May Day festival at the school, which many of the women of the neighborhood attended, it was noted that, except for a faint smile when the child came out, the mother of one who performed a solo dance, looked on with no more show of

interest in her than she manifested in watching the other children, but it is easy to make wrong inferences from this.

Family Incomes in the School Area

In spite of much probing, the school authorities and special investigators for the study declined to name any amount as representing an average family income. This is partly because

ONE OF THE BETTER HOMES IN "LONESOME VALLEY" NEAR KONNAROCK

A DIFFERENT STANDARD OF LIVING BUT OUTSIDE THE COMMUNITY

MAKING SORGHUM

of occupational shift and temporary jobs, but for other reasons as well. They recognize two main economic levels there—one, the "sorry" or ne'er-do-well type, which it is difficult to visualize at all in terms of income, and the other where the father is earning, when actually at work, from $50 to $125 a month.

OCCUPATIONAL CONDITIONS IN THE KONNAROCK AREA

Besides the Hassinger Lumber Company at Konnarock, lumber activity has long been a dominant occupational activity for

the area, many small sawmill enterprises having been carried on at other points in the county.

The supervisor of the Konnarock Training School farm reports that the government has bought several thousand acres of the large tract originally owned by the Hassinger Lumber Company, and will reforest it. It is estimated locally that fifty years will be needed for completing the reforesting process. Since the uprooting of stumps is an expensive process, it is advised by him that as much of the land be left for this re-growth as possible.

He explained further that the typical mountain rock in that immediate vicinity possesses no commercial value as such, since it wears away easily, but the rocky hillsides can often be made to provide good grazing for sheep, and light cattle might also profit by it. He finds too that clover can be sown there and used as hay. He believes dairying and bee culture worth consideration as occupations for a limited number of local people, too, and where the land lies right for growing feed for poultry, thinks poultry raising should thrive if properly handled, but recognizes the cost of hauling for the market as a difficulty. He reports the soil good for apples, but that risks of frost are heavy and the expense of hauling them over rough roads is a serious consideration. Chestnuts grow well in the soil of the locality but have very largely succumbed to blight. Hard-shell walnuts and hickory nuts grow in much smaller quantity. Rhododendron is shipped from that section in moderate quantities. Blackberries grow in profusion and potatoes flourish. Among casual suggestions for money making have been the possibility of a cooperative jam factory for utilizing the berries, and a late potato crop to supply a market where the fruit crop has been exhausted. Except in apple growing, none of these suggestions has been sufficiently tested by efficient methods.[1]

[1]John C. Campbell, in his *The Southern Highlander and His Homeland*, p. 254, calls attention to certain occupations which mountain people might do well to consider. Among these are:

Grape production and preparation of syrups, conserves, preserves, and marmalade from the grapes.

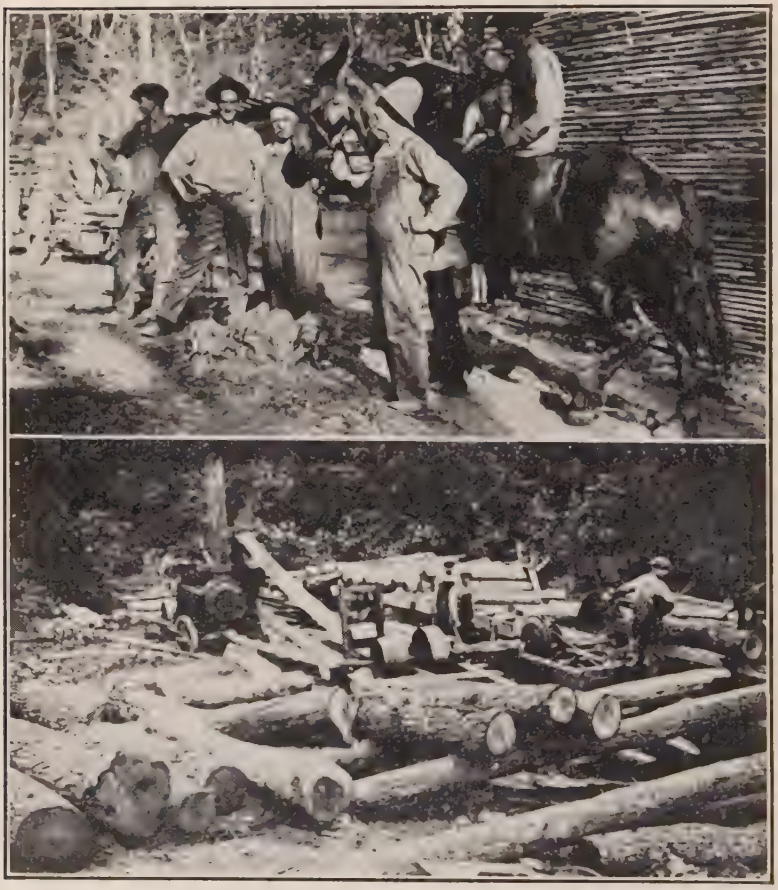
The growing of such hardy shrubs—azaleas and rhododendron, and also hyacinths, tulips and narcissus.

Tree farming.

Raising goats and from this product, selling milk, cheese and goat's meat.

Bootlegging seems to offer little financial advantage in this general section, although some automobiles come from West Virginia to carry the product away, and apparently the prices paid are high. Possibly ignorance of the rules of the trade in the larger world is the chief handicap, since those who have tried it are very unsuccessful in evading the law, and have, in consequence, many court fees, lawyer's fees and jail sentences as well, in proportion to the scope of their business undertakings. Also the calling of the bootlegger is looked down upon.

A good many men go to West Virginia to work in the coal



A Typical Saw Mill Group and Camp

fields, spend a few months there, come home with several hundred dollars, live on that until it is spent, and then return. A few cut out curly maple "burls," or stumps, used as material for fine woodworking, and receive high prices for them. If the men have teams they can always find employment—as farm tenants, as log contractors for saw mills, as teamsters, or in other ways, although the upkeep of the team is often more than the work brings.

Local preachers are apt to be paid nominal salaries, if any at all, and nearly always have a trade, wisely knowing too well the precariousness of dependence upon the offerings of their congregations. One of such ministers found in the Konnarock region is a carpenter; another is an engineer on the log train. Each year some one among those considered ministerial timber is elected minister, and, by virtue of that election, gets whatever money is paid. The others sit on the pulpit bench with him, giving their services. A preacher of any professional sort is expected only once a month from over the mountain except for the annual "protracted meetings." This limitation of privilege prevails, of course, in many isolated non-mountainous sections, even where no local helpers are recognized as "preachers."

The economic stress to which mountain families are subjected, as well as the migratory instinct of many of the men, causing so much shifting about in connection with securing employment, brings more than one problem at home, even if it helps to solve others. Many fathers of children in Konnarock Training School now or earlier illustrate this habit. Long absences from home are not infrequent and besides often bringing heavy outdoor labors to the women and children of the family in the way of gardening and farming, frequently strain the father's loyalty to the family and sense of responsibility for it. One hears little of actual divorces, but desertions and separations seem common.

Six of the girls at the Training School in 1927-28 belong to families where the father has deserted. The following story, told in an autobiography by one of the children, is sufficiently typical to serve as an illustration:

"I was born March 17, 1915, in a small town in Virginia

called Darion. My mother also was born and raised near Darion. When she was about eighteen years of age she married daddy a young, redheaded man wild and ready for most any adventure. They had only been married about three years when I was born. After the third child was born daddy began to stay away from home and soon he left. We have never seen him since. A few months after he left another child was born. He was a bright child but grew up in ignorance of his father. After mamma and daddy parted mamma and we four children went to live with granddaddy where we have lived since, all but mamma."

During the course of the study, light has been sought from the Virginia Agricultural Experiment Station upon other occupational possibilities of the section. Below is quoted the reply received from Dr. A. W. Drinkard, Jr., Director of the Station:

"Smyth County, situated in the Appalachian region, comprises both mountain and valley lands. The limestone valleys which traverse this country furnish some of the most desirable farming land that can be found in the State. These lime-

FIVE GENERATIONS

The old gentleman had 11 children, his oldest daughter had 14, her oldest has 9, and her daughter has 4 "thus far."

stone soils are well adapted to the growing of corn, wheat, oats, rye, buckwheat, hay, cabbage and potatoes. Dairying and fruit growing are coming to be important farming enterprises in this country. Bluegrass grows abundantly on the limestone soils of the county, and the more rolling parts of such soils are largely used as pasture for the raising of beef cattle. For these reasons, I think that farming offers the largest possibilities for occupation in the county.

SOME OF THE YOUNGER, MORE PROMISING HOME MAKERS

There is a great deal of rough, rugged mountain land in Smyth County. This land was originally covered with forests; but the virgin timber has been largely cut and the second crop is being produced very slowly on these poorer soils. The mountain type of soil cannot be farmed economically, at least not for the time being. People who attempt to farm it secure very inadequate returns from their labor and cannot maintain reasonable standards of living. As a rule the rising generation is unwilling to remain on these poorer lands; and the young people migrate to the towns and cities.

Smyth County has possibilities along the line of mining. Dr. Thomas L. Watson, formerly State Geologist, in his book, "Mineral Resources of Virginia," published by the H. P. Bell Company at Lynchburg in 1907, on pages 146, 321, 322, 460-461, 540-541, describes the mineral resources of this county. It appears that the county has deposits of iron ore, materials suitable for making cement, barite, zinc and possibly lead. There are considerable deposits of salt in the vicinity of Salt-

ville, and a large alkali plant is in operation there. There are in the county also tanneries, brick works, grist mills, etc. It appears probable that mining and other industrial occupations will come to be more important as the years go by.

So far as the poorer mountain lands are concerned, I think that it will be best for these mountain farmers to leave the poor farming land and find employment elsewhere. But this conclusion will not hold true in the case of people on the productive limestone soils. The people who have lived on these farms to middle age cannot go to the towns and cities and find remunerative employment; only the younger people can be transplanted successfully to an entirely new environment.

The rural problem in Smyth County is not essentially different, as I see the matter, from the rural problem of our entire country. The poorer lands are being abandoned and allowed to revert to forest. The young people, especially those from the poorer farms, migrate to the towns and cities where opportuni-

A LOCAL GRANDMOTHER

ties for employment and living conditions are more attractive. Capable, and ambitious young people, even on the better farms, are not satisfied with their opportunities as compared with opportunities in the city.

Are the towns and cities prepared to supply their ever-increasing population with adequate facilities, incentives and opportunities for the full development of manhood and womanhood? Is there danger that economic considerations are being emphasized to the disadvantage of social well being?

In the Konnarock community there are found here and there in the area tracts of land well suited to cattle grazing and to the growing of apples. I saw promising apple orchards on some of the mountain slopes. . . . In one place I saw excellent pastures near the top of White Top Mountain on land which was entirely too steep for cultivation. My general impression is that the community as a whole, does not offer favorable opportunity for young people without capital to find remunerative employment. The Konnarock area, like many other areas in the mountainous and hilly areas in Virginia, has some good farming land along with much land that is not suitable for farming purposes."[1]

OTHER FACTS NEEDING RECOGNITION IN STUDYING MOUNTAIN COMMUNITIES

In closing this presentation of various conditions obtaining in the immediate area in which Konnarock Training School is located, one can hardly do better than quote from an address entitled *Is There a Mountain Problem?* and delivered by Dr. Arthur H. Estabrook of the Carnegie Institution of Washington before the Southern Mountain Workers' Conference in 1928:[2]

"The questions as to privileged and underprivileged, economic and cultural levels are not restricted to the mountain area of the southern states. Privileged and underprivileged sections, as found in the mountain areas, are often duplicated in the lowland parts of the same southern states. Chatham County in North Carolina, which is located very near the State University, is primarily agricultural. There are a number of areas in this county that are very backward in living conditions and have paucity of social contacts because of poor roads,

[1]The extracts are quoted from letters written in 1927 and 1928.

[2]This address was published in *Mountain Life and Work* in the issue of July, 1928. This magazine is issued by Berea College, Berea, Ky.

which are impassable in winter. These areas have a low agricultural production. The average schooling of the tenant farmer is about a fourth grade level. The farm value per acre of land and buildings in this whole county in 1925 was $25.11. Twenty-one mountain counties in North Carolina had a farm value exceeding this—only five were less.

A NEIGHBORHOOD GROUP

In Virginia there are as many people per thousand of the population paying federal income tax in the mountain area as there are in the lowland area, if the two large cities in the eastern part of the commonwealth are excluded, Richmond and Norfolk.

Many other similar comparisons between mountain and non-mountain parts of the same state could be made, all of which indicates that the non-mountain areas do not now necessarily exceed the mountain areas in natural or other resources, productivity, or opportunity. Only one further example will be cited. There are about 730 counties in the eight southern states which include the mountain area. Seventy-five per cent of the non-mountain counties have county farm agents. Sixty per cent of the mountain counties have farm agents. This whole mountain region then is not so far behind with respect to advantages resulting from the activities of the county farm agent.

Social and economic conditions in the southern mountains are not now and never have been static. The urban centers have increased very much in population and commercial ac-

tivity. Some rural sections have turned from agriculture to industry by developing natural resources, mainly mineral. Other sections have remained agricultural in type, but through improved roads and easier communication, standards of living have been raised greatly. The governmental agricultural census, the income tax return reports, and other data show that many sections of the mountains have average or above average economic conditions, when the general state levels are used as standards.

The actual super-rural areas, i. e., the present isolated areas, have been decreasing fast during the last few decades both in area and population. The total isolated area in the mountains

A SUN BONNET IS NO LONGER TYPICAL

has decreased because of the penetration of roads, telephone, the radio, newspapers, and the daily mail. Correspondingly the isolated population decreased, because of the smaller area now involved and the continuing emigration. The population of the urban areas, together with that of the average and better than average rural sections, undoubtedly now outnumbers that of the super-rural areas. It is, therefore, questionable if the term 'mountain,' with all its connotation of isolation, underprivilege, etc., can properly be used any longer as descriptive of the greater part of the usually defined mountain

area, restricted because of the topography or other reasons to local areas. Some are state-wide because of legislative enactment or types of state administration, as length of school terms, administration of criminal laws, care of dependent children, or the improved road programs. Other factors are sectional, as rainfall, temperature or soil condition, and the like.

All these contributing factors must be taken into consideration when analyzing a given community. It is difficult to measure accurately the cultural contacts in a small unit of population. One cannot easily gauge the amount of self-expression in such an area as indicated by a casual survey of its activities. Nor is it easy for anyone to set a value on one type of person above another. Every person has his right to training and whatever place in the world he can attain, wherever it may be. One coming into the mountains from the outside brings with him his cultural and educational past and his definite behavior patterns which have been built up in an entirely different environment. The tendency too often is to superimpose these standards irrespective of local and contiguous conditions. This might be eliminated if the standards of a county or a state as a whole would be fixed as a goal."

CHAPTER II

THE GIRLS AS FOUND IN THE SCHOOL WHEN THE STUDY WAS BEGUN

AS A PART of the general study, an effort was made to reach as completely and as understandingly as possible into the individual life of each of the girls found in the school when the study was begun. This was done by visiting their homes, for getting their parents' point of view as well as for personal observation, by personal contact at the school with the children, including personal interviews with them, by close and recorded observation of them there, by mental and educational tests, and by securing all practicable light upon them from their teachers. A triple schedule allowing for recording interviews, one with the girl, one with one or both parents, and one with one or more school authorities, was used for recording the more salient facts regarding each girl.[1]

These records served both to supplement and to check one another, so that not only in matters of fact, but in those carrying risk of over-subjective estimates or valuations on the part of parent, child or teacher, other testimony would help to safeguard and so make for as balanced pictures and interpretations as possible. In the autobiographical records or schedules each girl named each home in which she had lived—whether in open country, village or town, and there were often many—told of any visits she had made outside her community, named the other members of her family, told the amount of her parents' education, their occupations, and special interests which they fol-

[1]The schedule used in recording data regarding the thirty-eight girls described here was the one used in all other rural case studies included in any section of the series, *Rural Adolescent Girls*, of which the volume forms a part. At the end of the interviewing involving the use of these schedules, all three sections of it were subjected to some changes of form and received slight additions. For the girls entering Konnarock Training School after the first of the three years covered by the study, the newer form of the schedule has been used, and it is this which appears in the *Appendix* rather than the exact original form, because it has advantages over the other. See pp. 213-34.

lowed in the home or in the community, told what she knew about the education of other members of the family, described their present homes as regards roads leading to them, degree of isolation, building, household conveniences, books, and community facilities in the way of doctors, nurses and churches. They told too of their home duties and their recreations or lack of them, of what they and the family read there, if anything; of their desires in the way of education and of occupation, and of their interests in general and in particular, as far as they could define them. As between their accounts of themselves and their lives, and the adult testimony about them, there were sometimes interesting discrepancies, not all of which could be reconciled, but together they bring the human pictures rather clearly before us. For each of the 38 girls was prepared, in addition to these more formal records, a more or less informal sketch or visualization of each was written, in order to give as clear and unified a presentation of her personality as possible. To safeguard directness of impression and prevent overlaying the personalities and home environment of individual children by too collective or too technical a presentation, six of these 38 girls are presented here, through the visualizations mentioned above. The only motive operating in the choices made has been to insure sufficient variety and so to suggest a slight cross-section of the total number of girls in attendance upon the school during the three school years involved in the study. The visualizations were originally written by Cordelia Cox, who collected all of the basic earlier material for them. They have been supplemented as occasion offered by later contacts with the girls involved and by study of their later development, and more or less rewritten to include the new material suitably.

VISUALIZATIONS OF SEVERAL OF THE GIRLS

DORIAN N.

Appearance

When first encountered, Dorian was ten years old, a slender, keen, smiling child, with bright blue eyes and an unusually winsome way. She and her sister, Mary Francis, came to the school from another state in the school year, 1925-26.

Home and Family

At that time their home was with both their parents, who lived on a small mountain farm, but the home was necessarily broken up soon after they arrived. For a year all the four children lived in their grandparents' home in a small Kentucky town. Then Dorian and Mary Francis came to the Training School, where they have been ever since, having no other home.

The mother makes some practical arrangement for the care of the one younger child and for a slightly older brother while she is at work to support them. She attempted at first to earn by selling perfumes from house to house, but at present she is a practical nursing assistant in a sanatorium. She has an eighth grade education. Her brother, who acts somewhat as a consultant at the school regarding the children, feels that she acted quite wisely in breaking up her home when she did and both Dorian and Mary Francis show many marks of having been carefully trained by her. They have remained at the school for vacations, except for very brief visits to the uncle, who is partly interested in them, and they seem content to do this, doubtless seeing the hopelessness of wishing now for another home and being very happy in this one.

Dorian Herself: Her Abilities, Interests and Activities

Dorian was the youngest of the boarding pupils when she came, and, as she herself was affectionate and sunny-natured, besides being vivacious and adaptable, she soon became a favorite. Moreover, her interest in everything seemed boundless. She was strong and active, too, and it was evident from the first that she had had her share of duties at home and a responsible attitude towards them.

Having entered school at the age of five, she had never skipped nor lost a grade, although the first three grades had been covered in a school having only a six months' term. In the fifth grade at the Training School in 1926-27, she was carrying her work with such ease and alertness of mind as to show the need for supplementary interests, especially as the tests gave her a mental age nearly two years beyond her chronological age. Her intelligence quotient cited was 117, and her educational quotient, 125. She worked rapidly in taking the tests,

finishing ahead of the others but not making any effort to reread for correcting her answers. This tendency to move along, sometimes at the cost of taking pains, is one of her liabilities.

Questioned after a year in the school, as to which of various things listed in the schedule she would like to do, or thought she would like to do, whether she was in the habit of doing them or not, Dorian checked them all as liked very much—studying, reading, playing musical instruments, playing active and inactive games, playing with several children, with one or alone, going to parties, using tools, sewing, housework, cooking, caring for little children, and doing things that involve managing other people. A pet dog, paper dolls, "going out walking," picnics and swimming, which last is probably to be interpreted as paddling, were remembered by her as her most cherished recreations at home, and some of the games for which she expressed great liking were walking on stilts, coasting, or playing in the snow, basketball, snap-the-whip, London Bridge, Farmer-in-the-Dell, In-and-Out-the-Window, puzzles, checkers, playing dolls, and "dressing up." She reported playing many of them nearly every day in the season. Among her studies she set down as liked very much, drawing, music, both piano and vocal music, painting, English composition, speaking, plays, grammar, reading, writing, Virginia history, arithmetic, cooking, sewing, geography, nature study, and physical education. All that she liked were marked *easy* except Virginia history, geography and drawing. The books which she had read and liked very much were *Pollyana, Pollyana Grows Up,* and the *Bobsy Twins.* She could remember only one book which she disliked, *Jim and Peggy,* and she cited the comics of the Sunday paper as the only magazine or papers read by her.

She listed these occupations in which she had heard of women engaging: "agent," washing, ironing, depot agent, sewing, postoffice, teaching school, teaching music, storekeeper, keeping house, keeping books, selling books, selling magazines. She expressed special interest in teaching, for which she thought the elementary school course would prepare her; in being an agent, "because my mother is one," by which she must have meant her mother's effort at selling jewelry; and in working in a postoffice, because of the opportunity to "give out mail."

She liked the idea of living in the country better than that of living in the city because "all kinds of animals are on the farm." She announced her interest in going to college and her intention of doing so, and, although no financial provision for this seems in sight as yet, it seems inconceivable that she will not find a way of doing so.

During the year, 1927-29, she developed in a wholesome way, except for some tendency to overconfidence which should be guarded, but is natural enough in a group to which she is always superior mentally. Besides taking part in a variety of more general school enterprises, it was she who, at the age of ten, was given charge of the school library, which contained approximately 1,500 volumes. She took much pride in this work and catalogued the books in a simple way. Her health report in 1928 showed that she was normally healthful, and in 1929 she gives the impression of complete physical sturdiness.

She was one of the girls who grasped most clearly the meaning and result of the changes introduced at the Training School in 1927-28, and her composition, *K. T. S., Old and New,* is quoted later on in describing the pupils' reactions to those changes. Throughout the three school years, with mental tests given annually, her intelligence quotient has remained the highest. In her combination of a keen mentality with active interest in all phases of the school life she remains an outstanding girl in the school, at the end of the school year, 1928-29, although account must always be taken of the fact that her mental facility and superiority are tending now to lead her frequently into a less responsible and painstaking attitude than are needed for the best results. Investment in her further education, after her work at Konnarock Training School is completed, is an obligation which may be accepted by any interested person with assurance of generous returns.

FANNIE LOU T.

Appearance

Fannie Lou is a community child. She was eight years old and in the second grade of the Training School when first discovered and has now reached the fourth grade there. She is

small for her age, negative in coloring and quick and nervous in her movements. With strangers she is very shy and restless. With others, she is not shy but "fidgetty."

Home and Family

Her father owns the farm of 86 acres on which the family lives and about half of it is cleared, corn and oats being grown there. The unpainted house is new, has six rooms, and is set in a field of stumps. Flowers are planted in the yard, which is fenced. The home has more furniture than is usually found in mountain homes and includes, among other things, a kitchen cabinet and a sewing machine, as well as an old book case full of books of various kinds. The family subscribes to some agricultural magazines. Nora Bell, an older daughter, fourteen years old when first met, is the only housekeeper, and her practices show few signs of home making efficiency.

Fannie Lou's father seems somewhat above the community average in intelligence and education and is locally known as "a good talker." The exact amount of his education could not be discovered. His occupations in 1927 were farming and log contracting, and also operating two trucks for hauling hogs. He had previously scaled logs and worked in the West Virginia mines. He is apparently interested in his home and is active in community affairs. He is a member of the local Missionary Baptist Church. His wife has been partially paralyzed for eight years and uses her arms and legs awkwardly besides talking very indistinctly. She is largely confined to the house, although she is taken to church. She likes flowers and takes pride in those around the house. There are ten children in the family, and Fanny Lou is the youngest. Roosevelt, a boy twelve years old, is also attending the Training School. Their home is somewhat distant from the school, and he and Fannie Lou walk there along an abandoned railroad bed. He is in the fifth grade, and all the other children have received approximately a fifth grade education. The three oldest daughters and three sons are married. All still live in the country. Another boy, Farley, is sixteen years of age and lives at home. Because of her responsibilities as housekeeper, Nora Bell has left school.

When she marries, as she is likely to do early, Fannie Lou is expected to succeed her at home.

Fannie Lou Herself: Her Activities, Interests and Abilities

She has few responsibilities at home, although she helps Nora Bell "tote up" water from the spring, set the table, and wash the dishes. She does not sew, except for making doll clothes, but wants to learn.

She explained that she liked very much to read, to play quiet games with several other children, to do housework, including cooking, and to use tools. She was less fond of studying, of playing very active games, and of playing alone and with one other child. She mentioned especially her pleasure in playing on the bank of the creek near her home along with other children in the neighborhood. A married sister with several children near her own age lives on the opposite bank. Her pets were three cats, and she mentioned "coasting," or playing in the snow; "skating," without skates; fishing, riding horse back, probably on the truck horses, Farmer-in-the-Dell, and playing dolls. A variety of others she liked fairly well, but her enthusiasms were few as compared with those of Dorian N. and various other children. She has shared all along in the social recreations provided by the Training School but is considered a very sensitive child, easily angered and easily hurt. When she plays with older children, she does as they want to do, but in playing with children of her age she often tries, unsuccessfully, to dominate them.

She entered school at six and has never repeated or skipped a grade. She does no studying at home. Of school subjects she likes very much music, reading, spelling, arithmetic, and physical education. She is not interested in attending school beyond the fifth grade and gives as her reason for this that she dislikes walking to school, but as fifth grade education seems the accepted family standard, she is doubtless influenced also by this fact. Her teachers feel that she is capable of a high school education, although her mental age was reported as a year less than the chronological, and the intelligence quotient 89. In her school work, she is anxious to recite if the subject

is a familiar one; if it is unfamiliar, she is unwilling even to attempt it. Otherwise, all of her school work is done with ease. She is above the average in her class work, but her incessant restlessness makes her a classroom problem, which is itself one calling for delicate guidance, doubtless of more than one kind, including the physical.

Because she is small and far from school, she misses school frequently in bad weather, and is often late. In 1926-27, she missed about one-seventh of the time, and although the disadvantages are obvious enough from this and from inevitable home complications, the remedy is far from being an easy one.

Fannie Lou's mother explained that she has always been a strong, healthy child, but her appearance and her nervousness suggest low standards of health on her mother's part, especially in view of Fannie Lou's pallor, frequent colds and early trouble with her tonsils. She was one of the children for whom the tonsil clinic was provided during the summer of 1927.

The books of stories which she liked best were *Hansel and Gretel; Jack, Who Flew in the Garden,* and *Cinderella.* She had read these recently and remembered reading no book which she had not liked. She could think only of washing, ironing, scrubbing and teaching, as occupations for women and liked them in that order of preference. She was conscious of some family interest in having her teach, on the basis of a fifth grade education, but she was considering scrubbing as an alternative, saying, "I know I can scrub, because I have done it." In her father's mind, however, she felt that the alternative for her, if she did not teach, would be hoeing corn.

More than most of the children studied, she seemed to reflect the life and attitudes of the community around her. Her thinking has not been greatly influenced by the Training School, unless in encouragement of her reading: she carries books back and forth for this. At the end of the school year, 1928-29, Fannie Lou was found persisting in her intention to continue through the fifth grade, with Nora Bell still in charge of the home. In view of the family situation, where a paralytic mother and all other members of the family who still live at home are likely to be dependent upon her at any time, there seems little

opportunity for her to achieve the high school education of which the school thinks her capable, even if she herself were interested to attain it. But it would seem highly fortunate for her own future if she could become a resident of the school during the next school year, 1929-30, which is presumably her final one. This would give her a maximum opportunity to profit by the advantages of the school, and train her for her later home responsibilities, besides giving the school a chance to build up her health in a more substantial way and to arouse in her a greater interest than she has yet shown in self-development.

FLORA R.

Appearance

Flora is an unusually well kept, attractive looking girl and was eighteen years of age when this account of her was first undertaken, in 1926-27. She was then in her senior year at the Konnarock High School and lived during the school year at Konnarock Training School, two miles away.

She is the type of girl who will see to it that she looks well whatever the difficulties, and there must always have been many of these for her because of her small purse, but she has a knack for making over old clothes, and at the school had opportunities for doing this, as well as for improving her skill in making new ones; so she was considered the best dressed girl in the Training School. Her appearance is emphasized because it has seemed to make her outstanding in her mountain environment, and was clearly an asset to her in securing outside opportunities. She is a sister of Fidelia R., who is younger, and who is markedly different from her in many respects.

Home

Her home is a three-room cabin across the mountain from Konnarock. There is a small town within six miles of it, but bad roads make the home practically inaccessible in winter, and the girls reported that there was no opportunity for social life there. A party in the neighborhood had never been heard of. The house is rather attractively situated and was clean

and orderly when visited. Although the furniture was scanty, there was evidence of taste in the fact that the curtains, bed spread and furniture coverings were alike, being of unbleached cotton trimmed with blue checked gingham, thus showing a design of recognized tastefulness. There was a jar of mountain laurel for further decoration, and a small victrola, which is owned by a brother fifteen years of age. The home is a rented one, and the family has formerly lived in Kentucky. The mother and children have charge of farming the one acre of land which they rent as a part of the place, and on this is grown as much food as possible for themselves, the chickens and a cow. The mother has an eighth grade education. The father can barely read and write. He was at work on a two-year lumber contract in another part of the state when the home was visited and was said to be earning one hundred dollars a month. He refused to take his family with him to Deanville, however, and seemed to leave to the mother all responsibility.

Family

The mother was born and reared near White Top Mountain, some distance away, in this same area. Before her marriage she worked in private homes as a housemaid. Her own father is said to have mistreated his second wife and her children so badly that both she and the children have disappeared without leaving any trace of their whereabouts. Mrs. R's own husband was apparently not much better than her father, as he had recently decided to leave her permanently, and had so informed her and the other children.

There are seven children in the family, Flora being the eldest. The next, Victor, who has completed the seventh grade and entered work in a lumber camp, is irregular in his working habits, and does little to help at home whether by earnings or otherwise. At the time when the home was visited, there was a child three months old whom the father had not seen.

Flora Herself: Her Abilities, Interests and Activities

Flora was the first of the Training School girls to complete the high school course, and was rated by her teachers as a

good, average pupil. She considered herself somewhat above average, however, in spite of having been for three years in the fifth grade. It seems plausible that this backwardness was due in part to the short terms in the schools she attended, but it was partly also because of her own lack of interest, although this again might, in such schools as were then available for her, have been justified. She showed definite improvement in her high school work when living at the Training School, and besides doing creditable work in her classes, she won the speaker's medal. Her test records gave her creditable rank at the top among the high school girls.

She reported liking all her studies except mathematics, which she found difficult. In addition to her work at the high school and the two-mile walk to and from school, she studied sewing, cooking, and music at the Training School. She did well in all of these, especially in sewing. She was fond of basketball and played on the high school team; also, she showed enough musical ability to sing solos and duets in the Sunday school. She was fond of taking the initiative in activities and was the recognized leader of the high school girls from the Training School. She had considerable ease of manner and so was likely to make a good appearance before visitors. She did not attract the younger children of the school.

Throughout her senior year at the high school, Flora had retained her earlier intention of going on to Marion Junior College, the affiliated Lutheran school in the town of Marion across the mountain. The college was to provide self-help work for her, the Training School was to help with her clothes and her father was to help with expenses not otherwise covered. It was her expressed intention to teach for a while after completing her education, and later to enter nursing or to prepare to be a medical missionary. Her strong desire, however, was to travel "in the whole world," and as a beginning in that direction, she unexpectedly reversed her plans by accepting a position in North Carolina as a child's nurse, having worked in 1927 nearer home in a domestic position. As was predicted at the school, the opportunity to see the world with a family much given to traveling postponed her interest in any further formal

education. She remained with them a creditable length of time and then entered a training school for nurses, in New York City, where she continues. Whether, in undertaking this training she is reverting to her previous ambition to be a missionary trained for health service, remains to be seen, but she has demonstrated that she has ambition, drive and other assets for success.

FIDELIA R.

Appearance

Fidelia is Flora's sister. She was sixteen years old in the year 1928, and was fourteen at the time when this story of her began. She is, in many ways, the counterpart of the well groomed, self-confident, worldly wise, older sister. She is much plainer in native looks and is indifferent to appearance, giving the impression of hasty or absent minded dressing. She is the sturdy, industrious, warm hearted, reliable type, without ornamentation.

Home and Family

Fidelia was greatly distressed by the broken situation which developed in her home, being much attached to it. She is interested in home duties, too, and when she is at home, she does not only most of the outside work, such as tending the garden and cutting wood, but much of the cleaning and cooking, and caring for the younger children.

Fidelia Herself: Her Abilities, Interests and Activities

In 1927-28, she was in the ninth grade of the Konnarock High School and her grades, or marks, for the previous year ranged in the seventies, except for a failure in Latin. She did well in the practical subjects, cooking and sewing, and has some aptitude for music, although less skilful in all of these than her sister, Flora, is. The results of her tests, given elsewhere, bear out her lower scale of achievement, especially in tasks primarily requiring intelligence. She had an intelligence quotient of 86 in the first Terman test given her and a mental

age of twelve years and eight months, when she was fifteen years of age.

She is very religious in her interests and looks forward to being a foreign missionary, if possible, although it is doubtful whether she could ever win acceptance for such work by modern standards. Retarded by short term schools and other external difficulties, as well as by limited mental capacity, she has found it impossible to attain her normal grade during her three years at Konnarock, but her character assets and others of personality seem to make her an excellent type to develop to its fullest power for unostentatious service to mountain people, if such work finally appeals to her. And it may be that in spite of the testimony of the tests, the teacher who says that her intelligence is above the average, but not in books, has the real truth of the matter.

She was advanced to the tenth grade for the school year, 1928-29, but during the year was called home by the illness of her mother, and it is not known that she will return. It would be advantageous for her to have more specific vocational training, if she is to earn outside the home, but her several years of training at the school in home economics, and her success in that type of work are themselves practical preparation for certain forms of earning outside her home. It will be well worth the while of the school to follow her as closely as possible and, if needed, help her in her development in usefulness to her community. She should, if taught how to serve, prove also a cooperative "alumna" to the school.

MARIAN S.

As her picture suggests, Marian is tall, lithe and well favored, both in signs of health and in something approaching beauty. She is attractive in manner, wholesome and of the sort likely to be liked and efficient.

Her Home and Family

The family has always lived in mountain areas, beginning during her lifetime in Tennessee, moving thence to Arkansas, then to West Virginia, and several years ago to Virginia. Their

MARIAN AND HER COURT

present home is in an isolated section of the Appalachian Mountains on Bear Creek, where the creek is the only road near the house, and where winter shuts down early and lingers far into the spring. While it stays the family must stay, too, and even the mother finds it lonely, patient as mountain mothers are. The father works in a lumber camp eight miles away and so must be absent much of the time. He owns 53 acres of land but apparently finds it unprofitable to cultivate it himself.

The last home school attended by Marian is two miles away from there, the small Lutheran church to which the family goes is equally distant and there is a doctor eight miles away. There are a few neighbors up and down the creek.

When the Alliance counselor visited the home, she found it spotlessly clean, and although there was little furniture and little of anything to give the house a touch of beauty what was there was in good repair. There were, however, clean "tidies" on the shelves, and a well-framed picture of the Washington monument, bought from a passing peddler, was there to express the reach for something beyond bare necessity. There was a banjo, too, belonging to a younger son. The only reading matter, as such, was the Bible and the *Saturday Evening Post,* but the walls were papered with pages of the *Progressive Farmer* and of the *People's Magazine.* A sewing machine and

two plough horses belonged to the family equipment, but there was no car and no cow.

The family consists of father, mother and seven children. The parents seem thoughtfully interested in their children's development and general welfare. The father had a fifth grade education and the mother had completed only the fourth grade. The two older sons left after finishing the seventh and sixth grades respectively. The oldest brother was in 1927 engaged in mining in West Virginia.

Social and Recreational Life

Marian and her mother agreed that parties and picnics were almost unknown in her community. She reported two "hikes" in the previous summer as events of importance, however, and attendance too upon a small fair; also that an intimate friend lived not more than half a mile from her home and that she went visiting and had company about once a week, when weather permitted.

She estimated that she went to town about once a month in seasonable weather, the nearest aggregation of people which could be called a town being three miles away. Her home duties were evidently not too heavy or irksome for her to avail herself of whatever opportunity for recreation or self-development that arose. A Lutheran church was evidently felt to be near enough for regular attendance at Sunday school and church.

Her General Interests

Marian explained in the first interview in 1926 that she liked very much to study, sew, do housework and cooking, take care of little children and enjoy her leisure with other people. She added, "I would like to lead if I could." She gave reading, walking and games as her favorite uses of leisure and stated also that she liked to embroider and would like to learn to "tat."

School Life

Her education up to the time when she came to Konnarock Training School illustrates the difficulties to which many mountain children are subjected. She had not entered school until

she was eight years old, and all of her education had been in one-room schools. She had had the first three grades in a mountain school in Arkansas, where the term was only for six months, and the next three in a school in Virginia, where the length of the term was the same. From there she had shifted to the school near Bear Creek, where she covered one-half of the seventh grade. This school had a seven months' session. In bad weather she could not attend it at all. She had repeated the sixth grade but at Konnarock skipped a part of the seventh. She had left school two and a half years before she came to Konnarock Training School, where she was a resident, but was sent daily to the village high school two miles away.

Marian, naturally found her first experiences at the high school very difficult, especially as she had never completed the seventh grade, but after several weeks of groping she gradually became well adjusted and rose to be one of the better of the high school pupils. Also, she entered with great zest into all of the activities open to her at the Training School and gained many of the best phases of her education there. The tests given her in the spring of 1927 gave her an intelligence quotient of 84 and an educational quotient of 72.

Her Interest and Her Studies and Related Activities

Speaking with special reference to her Konnarock experiences, the studies and related activities which she stated that she liked very much were reading, spelling, mathematics, Latin, cooking, sewing, physiology, and dramatics. The subjects she found hard were numerous, including writing, grammar, literature, Latin, arithmetic, geography and others. She expressed a desire to complete the high school course but no expectation of doing so, indicating the completion of the ninth grade as her goal.

Her Reading Interests

In spite of her rating of reading as a favorite leisure time occupation, and her mother's explanation that she borrowed books to read when at home, she could name no books which she had read and liked very much. Two which she had disliked were *Wild Kitty,* which had proved uninteresting, and

David Copperfield, which was "hard to read." She registered her taste for stories of adventure, nature stories, "science" and poetry, and was more or less indifferent to the types of reading most liked by others in the school. Altogether one would gather that her leanings were not primarily of any literary or reading sort.

Her Vocational Interests

She could name only six occupations in which women are engaged and expressed her own preference for nursing, with clerking in a store as a second choice. She felt that a ninth grade education was sufficient for succeeding in nursing and a seventh grade one for clerking. She explained that her father and mother would both like for her to teach, although her mother herself indicated to the interviewer some preference for her becoming a nurse and wanted her to follow her own preferences.

Marian was getting her own start at Konnarock when this study began there and she seemed one of those who profited most by the enrichment of experiences and the emphasis on health which followed in the train of her first year of investigation. When the recommendation, that the school focus its program for a time as fully as possible upon health and the formation of hygienic habits, was put into operation she responded with special interest and led the school in the observance of the new rules, besides winning the rank of "a five pointer," accorded by the State Board of Health to school children who are sound in hearing, vision, throat, teeth and weight. As a result she received what is regarded by the children as the chief school honor, being chosen the Queen of May, who must also be the Queen of Health. The picture which appears at the beginning of this sketch shows her in her robes of state.

Contrary to her earlier expectation, Marian left school after the completion of the eighth grade, and in the summer of 1928 was married. Her husband has had one year of high school education. Their original intention had been to live on his father's farm, but when this plan miscarried, both took temporary service in a hotel in a mountain town. There he tended

the furnace, and she worked first as waitress and later as chambermaid. Since that time he has become a worker in a table factory there, and Marian has given up an outside occupation to devote herself to home making.

FAMILY BACKGROUND OF THE THIRTY-EIGHT GIRLS

Racial Stock, Parents' Birthplaces and Homes

The Scotch-Irish and Pennsylvania Dutch racial stocks, already indicated as major trends of the school population, are also characteristic of this smaller group. The birthplaces and homes of the parents indicate that slightly more than half were born in Virginia, and that more than half of the homes are located there. Most of the parents who were born in Smyth County, where the school is located, or in Washington, the adjoining county, were still calling one or the other of these counties home. Many of the other families had shifted their homes from one state to another. Western North Carolina, Eastern Tennessee and Kentucky are the native states of the remainder of the parents, with North Carolina again providing several times as many as the other states do.

The Girls' Own Change of Residence

Only nine of the 38 had always lived in the same home, although change of residence did not necessarily mean even change of county. Nearly half of them had lived in three or more homes, and their total number of residences had been distributed among six states. Four had changed residence as many as four times, living in five different homes, the average number of changes per pupil being 2.5. The total number of changes for the 38 children were 95 and the states represented by their various places of residence were Arkansas and the four just cited as native states of parents.[1]

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[1]These facts are summarized below for the reader preferring tabular statement:

THE GIRLS' CHANGES OF RESIDENCE

A. Changes of Residence and Number of Homes

No. of Times Changed	*No. of Residences*
9 have changed	9
12 have changed once	24
10 have changed twice	30
3 have changed three times	12
4 have changed four times	20
Average move per pupil, 2.5.	
Total	95

B. Location of the 95 Homes Represented in the Changes of Residence

Southwestern Virginia	64
Eastern Tennessee	3
Western North Carolina	19
Kentucky	4
West Virginia	4
Arkansas	1
Total	95

Size of Families

The girls themselves reported the number of children in their respective families at the time when they filled out their case records early in 1927 and gave the names and ages of all the children. If other information was available, it was added. It was naturally not practicable to secure data of inclusive statistical value regarding the number of families to be considered as finished, but allowance should be made for the 7.3 which the school considers a due average allowance for unfinished families represented by the children and for the average of eight children for finished families.

Eleven of the girls reported 7 children in their families, two reported 8 and five reported 9. The largest families were two having 13 children and two having 14. The actual number of families involved was 34, there being four pairs of sisters in the group.

Education of the Girls' Parents

It was found that twelve of the parents of the girls could not read or write, that none had completed a high school education, and that only three had attended high school at all. No striking difference between the amount of education of the fathers and mothers was perceptible. Regarding the education of two of the parents, no information could be obtained. One of the fathers, who had two daughters attending the school, had himself had only two days of schooling.[1]

The average educational attainment for the group seemed to lie between the fifth and seventh grades, perhaps even slightly lower, because of the uncertainty of grade standards in the poorer type of country school which the majority had necessarily attended.

[1]The table below summarizes the education of the fathers and mothers:

PARENTS' EDUCATION

	Father	*Mother*	*Total*
Unable to read or write	7	5	12
Barely able to read and write	11	16	27
Fifth, sixth or seventh grade	18	14	32
One or more years of high school	1	2	3
No information obtainable	1	1	2
Total	38	38	76

Occupation of Parents

The total list of occupations or jobs of the fathers as given by the girls includes, besides farming, that of barber, brick mason, truck driver, "jewelryman," laundryman, logger, sawmill operator, sheriff, table factory worker and teacher.

The energetic attitude of the better type of mountain women towards work is suggested by the fact that five of the mothers of the girls were engaged in practically full-time occupations. One was the widow already mentioned as having nine children to support. Many others were combining farming, gardening, and the inside work of home making, according to their usually low standards of home management.

The specific occupation of their mothers as reported by the girls severally were those of garment alterer, cotton mill operator, craft worker, laundress and nurse. Nine of the mothers had had definite occupations before marriage, two as hospital attendants, four in domestic service, two as laundresses, and one as a teacher of music.

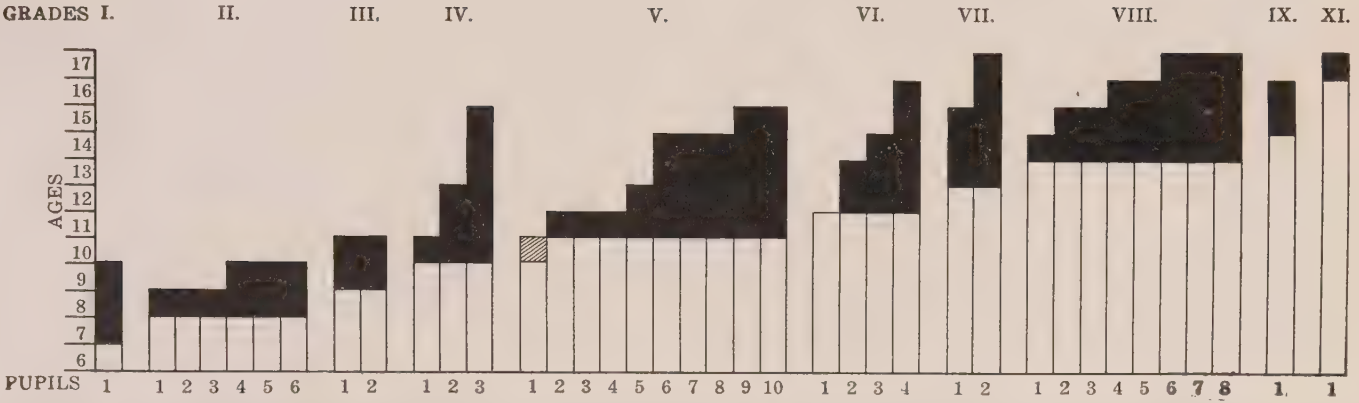
Medical Facilities in Home Communities

All of the 38 girls reported being within reach, at home, of a doctor's services in time of serious illness, and in Konnarock village, a physician was on duty in connection with the large lumber mill there, but medical service is not easy for the local community people who live outside the reach of the village physician.

Home Duties of Girls

No proof of excessive labor required of any of the 38 girls appears in the duties named by them as such, but the case studies of some of them show difficult situations for them. Also there is little mention of the work in garden and field which is taken for granted by the parents of many of them in the summer time. It should be taken into account here that many of the girls were too young, when first interviewed, for any laborious farm or house work, even from the point of view of mountain necessities and customs.

AGE GRADE DISTRIBUTION OF THE THIRTY-EIGHT K. T. S. GIRLS IN 1926-27[1]



[1]These ages are reckoned from the beginning of the school year, according to the date of birth given by each pupil and reported in the test data given for each pupil in this volume. Where the pupil's age was within three months of a birthday, the age indicated by that birthday is set down here. Ages reported by the girls without conflicting statements, were accepted, because of the impossibility of verifying them. There were often instances of uncertainty on their part as to their ages. Many of the parents were unable to guarantee that the information which they gave was exact. It is to be remembered that the elementary school has only seven grades, as is usual in the South.

The duties mentioned in the order of their frequency are, as would perhaps be expected, washing dishes, feeding chickens, washing clothes, milking, sweeping, making beds, cleaning house, cooking and ironing. The complete list included carrying water and wood, cutting wood, feeding pigs and taking care of children.[1]

THE GIRLS' SCHOLASTIC STATUS

In order to visualize clearly the problem which the school faces in adjusting the educational process to the present and the future needs of the children, even after their mental capacities have been studied as fully as possible, facts showing the degrees of retardation obtaining among them in the school year 1926-27, and some of the causes leading to it are presented. Following this are shown the girls' attitudes towards their various studies, and their aspirations and expectations in this school year 1926-27, in regard to further education and occupations. Test data are given in Chapter IV and the *Appendix*.

With the degrees of retardation obtaining throughout the total group and the variety of causes producing it, any satisfactory adjustment of the children to work representing traditional educational methods seemed impossible and brought many discouragements. This led to intentionally lenient gradings, frankly stated as such, with the intention of preventing discouragement of the children, especially of those who had

[1]The table below shows whether the girls' home duties cited were regular or occasional:

HOME DUTIES OF THE GIRLS AS CITED BY THEM

Duties	*Regular*	*Occasional*	*Totals*
Carrying water	4	....	4
Carrying wood	3	....	3
Cleaning house	9	5	14
Cooking	8	7	15
Cutting wood	.....	3	3
Feeding chickens	15	3	18
Feeding pigs	4	....	4
Ironing	8	2	10
Taking care of children	3	1	4
Milking	12	2	14
Making beds	10	1	11
Sweeping	12	1	13
Washing	15	3	18
Washing dishes	32	3	35
Total	135	31	166

made their best effort. Interest in their studies did not, however, seem dependent upon success in them.

Their Retardation

A comparison of the thirty-eight girls' ages with the grades into which their work fell showed that only one of the total number was in the grade which, by city standards, would be considered normal for her age. Of the remaining thirty-seven, one was more advanced for her age than is usual. The remaining thirty-six were from one to five years below their age grades. Thus, of the two girls in the seventh grade, one was three years retarded and one five years, so that it was easy to visualize the problem. In addition to this situation, all but two of the children in the first group—including Grades I, II, and III—had already repeated a grade, and one-third of them had repeated two grades. Among girls in the middle grades, Grades IV, V, and VI, about one-half had each repeated a single grade; three had repeated two grades. All but one of the ten high school girls had repeated grades and about one-third had repeated two or more.[1]

THE GIRLS' INTERESTS—WHAT THEY LIKED TO DO

Such use as seemed practicable three years ago was made of the interest inventory and of the information test, but the results are, because of various difficulties, necessarily meagre. It is hoped that, as the experimental program advances and as the interests tests themselves reach a higher degree of correlation between the subjective and objective factors involved,

[1]The table below summarizes optimistically the scholastic problem which the school administration faced at the end of the first year covered by this study.

PROMOTIONS, CONDITIONS AND FAILURES, 1926-27

Grade 1926-27	*No. in Grade*	*No. Promoted*	*No. Conditioned*	*No. Failing*
1	1	1	....	....
2	6	6	....	....
3	2	2	....	....
4	3	3	....	....
5	10	5	3	2
6	4	3	1	....
7	2	....	....	2
8	8	8	....	....
9	1	1	....	....
11	1	1	....	....
Total	38	30	4	4

much larger use can be made in the school, of such suggestive technical aids as Fryer, Strong, McHale and others provide in this connection.

However, in order that the points of view, desires, and tastes of the girls might be as intimately understood as possible, the girls were asked whether they liked, disliked or were indifferent to many kinds of activities associated with adolescent girls. These questions had to do with studying, reading, vocations, avocations, home duties, and a variety of other possible interests. They were understood to be concerned with preferences, and not with the question as to whether they were able to indulge these preferences or not. In reading their replies, the fact must be borne in mind that outside of what Konnarock Training School was then offering them the girls had had little range of choice, and that lack or scarcity of experience made it impossible for many to answer some of the questions, although these were needed for gauging the degree of their knowledge or sophistication. Also some of their tastes obviously referred to an earlier time.

Studying the answers given, however, one can hardly fail to be impressed by the variety of activities in which they express interest and often too by the degree of interest expressed. Shut off as they had been from normal opportunities until they began attendance upon Konnarock Training School and inarticulate as they still were in many ways as compared with city girls, their interest seemed to warm to every suggestion, whether it meant an actual opportunity or merely a visualization of what they would like to do. In actual school life they show this responsiveness, in spite of there being far less initiative than responsiveness shown. It is to be noted that all expressed liking for studying, for going to parties and picnics, and for such homemaking activities as sewing, knitting, fancy work, house work and cooking. All but five liked to read and also to play quiet games, although ten, or nearly one-third, liked to play alone. Perhaps the most striking fact about their expressions of interest is, however, the fact that 27, or 90 per cent of those replying expressed a definite liking for taking care of little children.

The Girls' Interest in Their Studies and in Related School Activities

The girls expressed themselves as to the subjects of study and related activities which they liked or disliked, and also as to those which they found easy or difficult. Their replies on the latter point are included here because of the advantage of studying them in connection with the likes and dislikes.

In spite of their low ratings in the intelligence tests and their poor scholastic achievement, most of the girls liked not only studying in general, but most of their studies. Also, in spite of their slow progress, the majority considered most of their studies easy. Of the 511 ratings of attitudes towards their studies, given by the thirty-eight girls, 486 showed enjoyment of the study subjects mentioned, and only twenty-five expressed dislike. One-third of the group who had taken general science at the village high school disliked it, this being the highest rate of dislike expressed for any subject.

There were 511 ratings also of subjects as being either easy or difficult, few apparently recognizing any middle ground either here or in liking or disliking a given subject. Seventy-four per cent of the subjects were pronounced *easy*. Only six girls were conscious of any difficulty in reading, and only four of any in spelling. Civics was felt to be difficult by only one, algebra by only two, and physiology by none. Nearly half of the total number considered history difficult, however, and about one-fourth found geography so; more than one-third were troubled by arithmetic. Latin received the highest percentage of votes as being difficult, although the number taking it was very small.[1] None of the undiscriminating attitudes recorded here will surprise psychologists or educators skilled in working with retarded groups.

Their Educational Aspirations and Expectations

In the first three grades of the school, where the oldest girl was then ten years of age, the degree of aspiration expressed ranged from completing the third grade to going to college.

[1]General science, civics, algebra, Latin, and physiology are subjects rated only by the high school girls. Civics is now taught in the elementary school as well.

THE THIRTY-EIGHT GIRLS' RESPECTIVE ATTITUDES TOWARDS THEIR STUDIES AND RELATED ACTIVITIES

SUBJECT	Liked	Disliked	Total	Easy	Difficult	Total
MATHEMATICS:						
ARITHMETIC—						
Primary	9		9	7	2	9
Grades IV–VII	18	1	19	13	6	19
High School	9	1	10	4	6	10
ALGEBRA—						
High School	9	1	10	8	2	10
HOME ECONOMICS:						
COOKING—						
Primary	1		1	1		1
Grades IV–VII	16	1	17	16	1	17
High School	10		10	9	1	10
SEWING—						
Primary	1		1	1		1
Grades IV–VII	17		17	16	1	17
High School	10		10	9	1	10
LITTLE HOME-MAKER'S CLUB—						
Primary	8		8	7	1	8
Grades IV–VII	1		1	1		1
SCIENCE:						
GENERAL—						
High School	6	3	9	5	4	9
GEOGRAPHY—						
Grades IV–VII	19		19	13	6	19
High School	7	3	10	8	2	10
PHYSIOLOGY—						
Grades IV–VII	7		7	6	1	7
High School	10		10	10		10
ART:						
DRAWING—						
Primary	9		9	9		9
Grades IV–VII	13		13	9	4	13
High School	5		5	3	2	5
MUSIC:						
Primary	2		2	2		2
Grades IV–VII	9	3	12	8	4	12
High School	7		7	4	3	7
ENGLISH:						
READING—						
Primary	9		9	5	4	9
Grades IV–VII	19		19	17	2	19
High School	10		10	10		10
SPELLING—						
Primary	9		9	7	2	9
Grades IV–VII	19		19	17	2	19
High School	9	1	10	10		10
COMPOSITION—						
Primary	4		4	1	3	4
Grades IV–VII	18	1	19	12	7	19
High School	10		10	10		10
DEBATING AND OTHER CHAPEL SPEAKING—						
Grades IV–VII	10	2	12	8	4	12
High School	5	2	7	4	3	7
DRAMATICS—						
Primary	2		3	3		3
Grades IV–VII	13		13	10	3	13
High School	8		8	6	2	8
GRAMMAR—						
Grades IV–VII	18	1	19	12	7	19
High School	10		10	9	1	10
LITERATURE—						
Primary	9		9	9		9
Grades IV–VII	18	1	19	14	5	19
High School	10		10	7	3	10
WRITING:						
Primary	7	2	9	6	3	9
Grades IV–VII	16	1	17	13	4	17
High School	8		8	6	2	8
HISTORY:						
Grades IV–VII	18	1	19	5	14	19
High School	9		9	5	4	9
CIVICS:						
High School	6		6	5	1	6
LATIN:						
High School	8		8	1	7	8

One stated definitely, "My mammy went to school until she got married and I want to go until I get married." Her mother had left school on completing the fifth grade. Of the girls in the grades just beyond, that is in Grades IV to VII, one-half stated that they wanted and expected to complete the high school course, and all but one of these expressed a desire to go to college, although only three of the 19 expected to do so. Four, or slightly less than one-half of the high school girls, expressed a desire to attend a normal school or college.[1]

The general attitude of liking their studies, even studies that were obviously difficult for them and in which they were perhaps not succeeding, may be largely accounted for by the fact that their previous school experience had given them no conception of what is meant by study in any real sense, nor any standard of school achievement such as the city child has constantly held before him, whether successfully or not. Little effort and slight results had satisfied the requirements of the deplorably inefficient district school, so that studying has come to mean little more than going through the motions of conning over words that conveyed little meaning and therefore little material for thought.

[1]The table recording these types of aspiration and of expectation is given below for its further details on this point:

AMOUNT OF EDUCATION DESIRED, EXPECTED, OR BOTH, BY THE 38 GIRLS

PRIMARY	Expected	Desired	GRADES IV–VII	Expected	Desired	HIGH SCHOOL	Expected	Desired
To complete 3rd grade	1	1	To complete 8th grade	1	....	To complete 9th grade	2	1
To complete 5th grade	2	2	To complete 10th grade	1	....	To complete high sch'l	4	3
To complete high sch'l	2	2	To complete high sch'l	10	10	To complete nor. sch'l	2	1
To complete college	....	2	To complete college	3	9	To complete college	2	5
"Until I get married"	1	1	Undecided	4	...			
Undecided	3	1						
Total	9	9	Total	19	19	Total	10	10

Total expecting to complete 3rd grade	1	Desiring it	1	Both	2
Total expecting to complete 5th grade	2	Desiring it	2	Both	4
Total expecting to complete 8th grade	1	Desiring it	....	Both	1
Total expecting to complete 9th grade	2	Desiring it	1	Both	3
Total expecting to complete 10th grade	1	Desiring it	....	Both	1
Total expecting to complete high school	16	Desiring it	15	Both	31
Total expecting to complete normal school	2	Desiring it	1	Both	3
Total expecting to complete college	5	Desiring it	16	Both	21

The Girls' Interest in Reading

The reading lists of the girls as cited below were given by them in the school year, 1926-27, the first of the three years when the school was being especially studied. Their interest in reading was already being stimulated in more than one wise way, but the accelerated interest which came, after the first year, from more individualized methods of instruction and from the widening of their contacts with happenings in the outside world had not yet begun. Much literature was already being given them through stories told them in class or chapel and the custom of having them seek out stories to use in various school activities was at work, building towards habits of reading. Both of these tendencies have been steadily whetted by the newer developments in the school.

Study of the homes from which they came showed, not surprisingly, that little reading there could be assumed, although mention has already been made of the father who read *Uncle Remus* aloud to the children of the family and of the mother who continued her reading of real literature against heavy odds. The Bible was in many of the homes the beginning if not the end of the family library resources, beyond the few newspapers and a magazine or two. Much of the reading of books or stories cited here by the children was therefore done in the school, not at home.

In the list of books and stories named by the youngest children as read and liked by them only five of thirty-one named are mentioned by more than one child, those being *Cinderella, The Gingerbread Man, Red Riding Hood, Three Bears,* and *Three Pigs.* The others are *Baby Moses, Chicken Little, David, Donald and the Fairies, Elves Dancing, Epaminondas, "Fairy Tales," Frogs in School, Hansel and Gretel, Jack and the Bean Stalk, Jack, Who Flew in the Garden, Little Alice, Little Ned, "Nursery Rhymes," Old Man Moss, The Old Witch, The Red Hen, Robinson Crusoe, The Rolley Bear, See Saw Kitty, Sleepy Town, Two Kats Fighting, Three Kittens, The Frog and the Horse* and *Why the Sea is Salty.*

In the reading of the girls in the upper elementary grades, the religious vein begins to appear, along with such zestful

titles as *Sure Pop* and *Honey Bunch,* showing more advanced adolescent interests and vocabulary. There remains a strong proportion of fairy tales, however, mingling with such favorites as *Little Women* and others of its kind.

Independence of taste again appears in the fact that only 6 of the 45 books or stories listed had more than one vote from the 19 girls in this group. Only the Bible and Bible stories were mentioned with favor by more than three girls. Otherwise, the somewhat picturesque list includes *Baldwin and His Master, Beulah, Billy Whiskers, Blue Beard, Bobsy Twins, Camp Fire Girls, Cinderella, The County Fair, David Copperfield, Dora Thorn, Ellen, Elsie Dinsmore Stories, "Fairy Tales,"* and *Grimm's Fairy Tales, The Foolish Fox, Hansel and Gretel, Heide, Honey Bunch, How Barbara Kept Her Promise, Huckleberry Finn, Jack and the Bean Stalk, Jean, Just a Girl, Little Women, Magic Women, Margie's Aeroplane, Mildred's Daughter, Mollie Trueheart, Mollie's Teacher, Mrs. Wiggs of the Cabbage Patch, Polyanna, Riders of the Purple Sage, Red Riding Hood, Rock Me to Sleep, Sea Fairy, Sea Monster, Sure Pop, Sister Jane, Snow White, Yellow Bill, Uncle Wiggly, When Sarah Saved the Day,* and *William Green Hill.*

The ten high school girls named a total of 26 books or stories liked by them, and Dickens' *Christmas Carol* was the only one named by even as many as three girls. Those which as many as two favored were the *Camp Fire Girls Series, David Copperfield, Little Women, "Longfellow," Mrs. Wiggs of the Cabbage Patch,* and the *Tale of Two Cities.* Only one girl expressed liking for *Old Curiosity Shop, Captain's Peril, The Corner House Girls, Desert Gold, Fighting for His Own, The Girl of the Limberlost, Jane Eyre, Laddie, Lorna Doone, The Mysterious Rider, Star Eye, St. Elmo, The Wellfleet Mystery, The Winning of Barbara Worth* and *The Union Pacific Trail.*

Kinds of reading liked

All of the girls were asked to indicate the kinds of reading they liked best, as well as the reading actually done by them. Thirty-one liked fairy tales and nature stories very much, a taste for which their actual reading lists vouch. Their special

interest in biography had doubtless been nourished by the many hero stories told them at the Training School. The equal fondness for school and home stories is borne out by the mention in their lists of such books as *Little Women.* Adventure stories ranked high, as did those of mystery and love stories.

Twenty-five expressed a liking for poetry of the simple sort read by them or *to* them, 14 for folk tales, and 10 for "science," referring no doubt in the last of these to such popularized explanations of the workings of natural forces or of other scientific facts as were brought within their range of understanding by their teachers.[1]

Magazines and Newspapers Read by the Girls

These magazines and newspapers represent not only those found in homes served by the Konnarock post office and listed earlier, but those which pupils from any other state represented in the school recalled as having been in their families and read by themselves. Forty magazines and newspapers were being read or had at some time been read by one or more of the girls. These included the Smyth County newspaper, the *Wythe County News,* and one each from the two main cities nearest to the school, besides the *Atlantic Tri-Weekly,* the title of which has reference to a constituency representing a group of states, and the *Democrat.* But none of the five papers was being read by more than one girl or had been. The same was true of the three religious newspapers.

Of magazines only *The Country Gentleman, The Youth's Companion, The Ladies' Home Journal* and *The Southern Agriculturalist* had apparently commanded more than one reader, either at school or at home, but at least some sense of contact was felt by one girl with each of the following magazines: *The American, The Popular Monthly, The Gentlewoman, The Gentleman, The Saturday Evening Post, The National Geographic Magazine, The Illustrated Companion, McCalls, Everybody's, True Stories, True Romance, Good Stories* and *Grit.* Magazines

[1]If the reader feels some doubt as to the children's clear understanding of the different types of literature mentioned here, the facts that the schedule questions were explained to each one before they were answered, and that many stories are heard by them orally, besides their school plays, efforts at poetry, etc., may be taken into consideration.

or semi-magazine newspapers of strongly rural flavor read each by one girl were *Farm Life, Comfort, The Farm Journal, The Progressive Farmer* and *The Southern Planter.*

Religious Interests and Religious Activities at Home

Their church relationships at home, as at the school, almost invariably held an important place in the girls' account of their home experiences, both because of the deep respect accorded the church and because it was the center of practically all of their group experiences and of those of their parents. Their denominational affiliations were found to be as follows: Lutheran, 23; Missionary Baptist, 13; Methodist, 1, and non-denominational, 1. All but two of the thirty-eight girls reported that they attended Sunday school and church regularly when at home, and seventeen were members of some church. From their "autobiographies" and in other ways, one catches glimpses of their Sunbeam Societies, their Baptist Young People's Unions, their Luther Leagues and Light Brigades, and realizes that, whatever the limitations of the mountain church, it is often providing an outlet, as well as a center, for real religious expression, besides helping to satisfy other normal cravings. The central interest given to the church and its gatherings at home would naturally be reflected in the girls' attitude towards church activities at the school and *vice versa.* In the section of this study entitled *Religious Education and Character Building,* a detailed account is given of the training which the school provides in religious group work.[1]

Recreational Interests and Activities

Among specific games which the girls were playing then or had played, the younger children reported as chief favorites: Farmer in the Dell, Hide and Seek, Puss in the Corner, skating, rolling hoops, walking on stilts, swimming, Ring-Around-the-Roses and London Bridge. Naturally, little in the way of equipment was necessary for any they mentioned. The intermediate groups cited chiefly such quiet games as checkers, puzzles, au-

[1]See pp. 125-29.

thors and croquet. Very active games were liked best, however, and leap frog was a favorite among all of this group but one. The interest of the high school girls fell decidedly away from games, except basket ball, and hiking, skating of their own rather primitive kind and horseback riding of a mountain sort at home were reported as very much liked.

Eight of the girls took part in a contest of naming all the games they knew and liked. Their answers throw light upon old games still prevailing in mountain areas and are full of color and motion in their suggestions. Among them are the following: Grandma Went to India, Beast, Bird or Fish, Green Gravel, Jack-a-Grinning, Tap-Run-Around, Three Deep, Tea Kettle, Going Out West, Going to Rome, Granny Hobble Gobble, Poor Kitty, Pretty Girls' Station, Spinning the Plate, and Cross Questions and Crooked Answers. Others probably more familiar to the average reader are King William's Son, Mulberry Bush, Cat and Mouse, Fox and Geese, Scissors, Stealing Grapes, Pussy Wants a Corner, Marching to Jerusalem, Farmer in the Dell, Hull Gull, Horse Shoes, Thimble, Blindfold, Club Fist, Drop Handkerchief, Snap, Anty Over, Basket Ball, Checkers, Dominoes, Hide and Seek, I Spy, Marching Around the Love Ring, Jump Rope, Lost Key, and Running Base.

In application to the women in the average mountain home the word *leisure* seems out of place, although much of the work may not be advantageously planned or done. Most children even there, however, are free to choose the way to spend some part of their time and by leisure time activities are meant here those in which the girls reported that they actually engaged when they were free to spend their time as they chose. These might or might not correspond to the preferences expressed by them elsewhere, and applies to their school leisure as well as to any they had at home. It would, presumably, represent the nearest approach each girl felt that she could make to gratifying her preference at any given time. Reading, sewing, games and walking were the only activities cited by any large number of girls, but fishing, swimming, "thinking," talking, playing with the baby, embroidering, ironing, going to church, "kodaking," playing the guitar, visiting, crocheting, reading the

Bible, reading poetry, picking flowers, singing, writing letters and studying, each had at least one patron for some of the hours of freedom from household chores. Playing dolls or at least sewing for dolls was listed by seven girls well into the intermediate grades. One little girl in the primary grade reported giving some of her leisure to "scrubbing."

In this locality, as in the highland region in general, the children had had little or no opportunity to experience or even to observe many of the outdoor sports as they are generally known. The activity that passes for "swimming" to the mountain child, who has had only a shallow pool in some small stream that may dry up during the summer in which to experiment, is paddling or playing about in the water. For similar reasons "skating" is sliding, without skates of any kind, on a small patch of ice that may form on a shallow stream or roadside puddle. Even fishing is rarely a matter of angling with a hook and line, but of cornering a fish under a rock, "spearing" it with some crude implement or even catching it in the hands. The method used is usually one of expediency and is often invented on the spur of the moment.

It will be noticed here again that games requiring such equipment as cards, tennis, hockey or basket balls and courts have rarely been mentioned by many of the girls, although checkers, authors, and a few others are subject to exception here, probably because equipment for them is cheap, and comparatively easy to obtain in the country. The Kentucky girls were interested in dancing, but the others did not know how to dance, and the parents of most of the Virginia girls objected to their doing so, because it violated the rules of their church. The emphatic unanimity with which parties and picnics were declared liked was in striking contrast to the fact that parties or picnics were so very rarely mentioned at all as occurring at home. However, only four of the 38 girls had never seen motion pictures and all of them were among the younger children. Three had seen them only once, and about one-third thought they had averaged seeing them about once a year. No mention of radio appeared in any of the case studies, nor was any radio, or ambition to acquire one, discovered in any

of the homes visited, although it should be repeated that these specific visits were made during the school year, 1926-27. As far as known, however, the same condition still prevails in the immediate vicinity of Konnarock, there being as yet no radio even at Konnarock Training School, although there is an electric plant.

Twenty-one of the thirty-eight girls put themselves on record as having pets. Most of the smaller ones mentioned kittens, one claimed the family horse, and another said that in her family the dogs, kittens, ducks, chickens and lambs were all regarded as pets. Some of the younger children wrote, in 1927-28, compositions about their pets, and extracts from some of these are given below. The rather frequent harshness in their descriptions seems to belie the name *pet,* although a sight of the children who wrote these would suggest no such attitude. The actions of the pets are probably at least partly imagined.

> "This horse name is Jack. He is a very bad horse. He jumped a fence. He got into a mans corn field one day and eaten it all up."
>
> "This Dogs name is Dan. He is a very mean dog he tries to bite every body that passes by. I keep him tied all of the time he kills chickens and turkey geese, and when I turn him loose he wants to go hunting, one day I took him hunting and it was an awful hot day and he went mad then I killed him."
>
> "This is a horse his name is Jim. He is a good saddler. When you want him to go very fast you just kick him Then he will go. My horse is very mean when you turn him a loos. He will drink water. and eat hay chop corn."
>
> "My rabbit never runes off when I turn it out. it stayes in the gardend never hoppes in the house it is a pretty rabbit. It goes hopping around every where it goes."

Going to town

"Town" is to be understood as the center nearest home, whether village, small town, or city. Much the most often, it would be the very small village. The only real towns or cities within their school area are Marion, Bristol, and Johnson City. Only the first is mentioned as having been visited by any

of these girls until 1929, when a number of those still in the school were taken to Bristol. All three of the places are small and more or less provincial cities.

The definition of *town* as given above should be recalled in noting that each girl reported going "to town" at least once a year. Naturally the youngest reported going least often. Most of the older girls explained that they usually went at least once a month, and the majority, that they went oftener. For several this would not be possible in the long winter season unless the settlement to which they resort for trade or companionship is very close at hand.[1] "Going to town to trade" is a mountain phrase for women as well as for men. Eggs and chickens are among the chief surplus articles sold by the women there as well as elsewhere.

Home Making Activities and Interests

There can be no question that the domestic bias among them was very strong. Also, work is so much a matter of course for the mountain girl that it apparently never occurred to these to resent it or even to regret it seriously. The fact that, without exception, all expressed liking for such fundamentals of home making as sewing, cooking and general housework, is borne out by the great interest which they expressed in the home economics activities of the school. It is to be noted too that nearly three-fourths of them liked to take care of little children. Both of these trends of liking naturally make for the custom of early marriage at the same time that they partly result from it. They also help to mitigate the inevitable hardships resulting. Inasmuch as the home economics work of the school was well under way during the year when the 38 girls were first encountered, and inasmuch as that work and the girls' reaction to it are described in detail later, the mention of it here is brief.

[1]It is to be understood that, for most of the girls, if not for all, the figures cited in the table below are to be considered only approximate. They are, however, cited as given:

APPROXIMATE NUMBER OF VISITS TO TOWN WHEN AT HOME

Primary		*Grades IV-VII*		*High School*	
Once in two months	1	Three times a week	1	Once a week	2
Once in four months	1	Twice a week	2	Nearly every week	1
Once in six months	5	Once a week	9	Twice a month	2
Once a year	2	Once in two weeks	1	Once a month	2
		Once a month	5	Twice a year	3
		Once in two months	1		

A large number of the girls evidently enjoyed such forms of handwork as crocheting and embroidery. Nearly all were interested in practical sewing, and twenty-two of the thirty-eight were interested in embroidery, which doubtless represented to them the highest expression of the art sense with which they were then familiar. The sincerity of their interest in handwork of various kinds is attested to by the fact that there were fifty-seven expressions of desire to be taught various forms of it. Crocheting, knitting, and sewing were among the favorites here. Other interests mentioned were the making of hooked rugs, knotted counterpanes, and baskets, as also, drawing, tatting, and weaving.

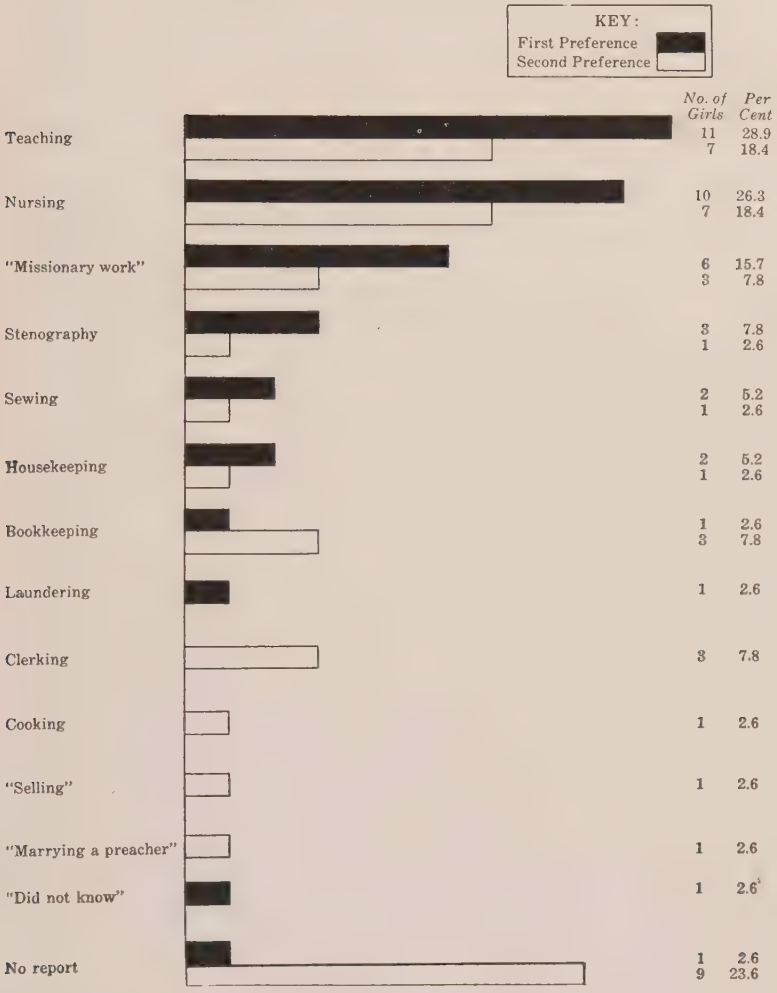
Interest in Tools and Mechanical Activities

Of the 32 girls among the total of thirty-eight who expressed themselves on this point, twenty-one, or more than one-half, stated that they liked to work with tools and machinery, and so far as the school could give them opportunity to demonstrate this they seemed resourceful and capable. But until the school can provide suitable facilities for shop work, little is to be said as to the extent and productive value of the interest which they express in this direction. Such facilities are especially needed, too. Mountain girls are apt to have more need of mechanical skill than city girls or girls in more accessible rural areas, because their homes are more dependent upon their own resources for making and repairing things. Also, the more frequent absence of men from the mountain homes gives the women the general responsibility for the farm and for such machinery or means of transportation as they may possess.

Occupational Interests and Preferences

Although even less significance than might be expected attaches to these preferences and many are obviously incongruous, it seemed best to explore the direction of the girls' present vocational aspirations, especially in view of their community standards of a fifth grade education, and of their present exposure to many new cultural contacts and influences. Note that practically all were entertaining some at least temporary voca-

OCCUPATIONS WHICH CHIEFLY INTEREST THE GIRLS[1]



[1]It proved impracticable to combine this graph with the following one, although there would have been advantages in favor of doing this.

tional expectation other than marriage, although this fact seemed unlikely to affect their following the strong tradition for early marriage, especially if their education does not continue beyond the elementary grades. Even the youngest were given a chance to express their vocational interests, and it is to be noted that only one of these was caught unprepared. Each girl was asked to name the three occupations which interested her most as possibilities for herself.

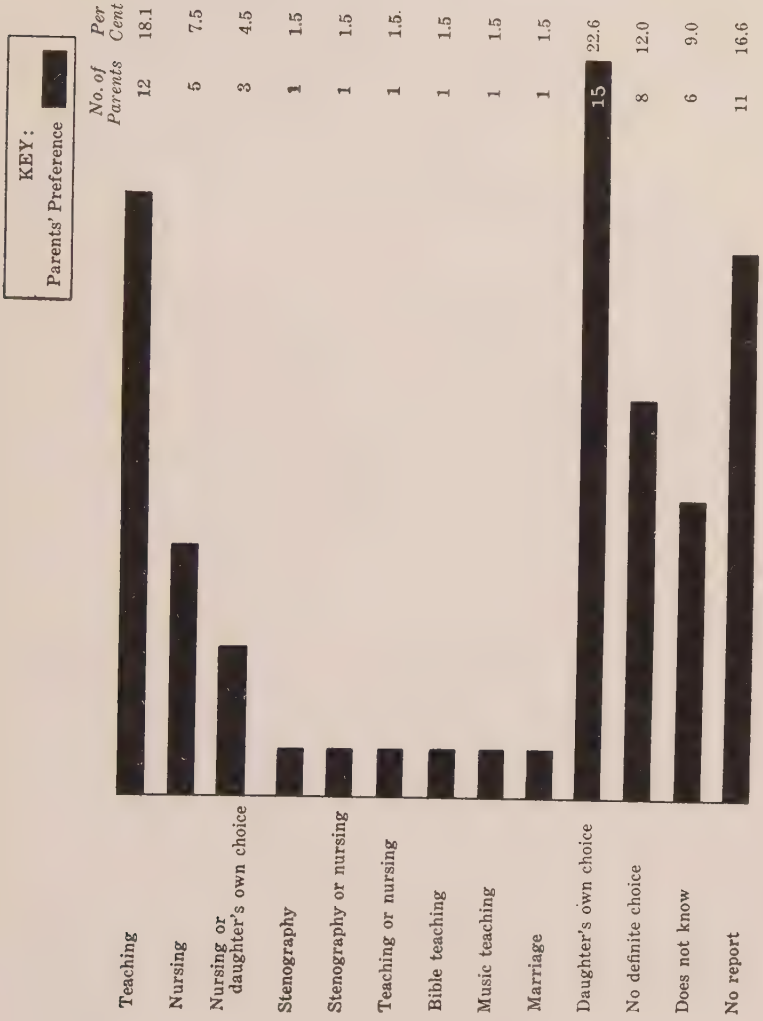
As was to be expected, little understanding of the educational or professional requirements of the occupation designated was shown, even by the older girls. One, for example, was divided in her interest between being a teacher or a cook, and another, already cited, when asked what her father would like for her to do, replied: "I guess he wants me to teach, but if I don't, he'll want me to hoe corn." Another mentioned teaching, bookkeeping and cooking as the three occupations in which she was interested, being obviously willing to adjust her occupational level to her necessities, and the girl whose intelligence quotient was the highest throughout the three years mentioned as her three preferences: "teacher, agent and postmistress." Another cited sweeping as her main preference, and teaching as a second choice. Young children in cities are, of course, often as inconsequent, but the tendency seems to persist here to a much higher age.

The frequent interest in the occupation of the missionary resulted naturally from the strong religious bent of the school, although no sort of urging of the missionary life seems to be practiced at any time. Teaching, nursing and missionary work, in the order given here, are the favorite occupations. Stenography apparently has much less hold upon the imagination of this group of mountain girls than is true of girls in most rural sections. This doubtless because the urge to the city was absent in so many of the girls.

Teaching as a first choice was named by 11 girls, nursing by 10, missionary work by 6, stenography by 3, sewing by 2, and housekeeping, laundering and bookkeeping by one, each. Only one had no occupation in mind, however impermanent her interest.

The girls' parents were asked the occupations which they

PARENTS' PREFERENCES FOR DAUGHTERS' OCCUPATIONS



preferred for their daughters. The question was usually answered by the mothers. One might anticipate some confusion or evasion in the answers of parents whose apparent philosophy of life is early marriage and many children, and who knew little or nothing of the modern impulses pressing upon girls in larger places today. Most of them expressed willingness, however, to have their daughters choose for themselves.

Of those who gave definite preferences 12 favored teaching, 5 nursing, and 1 each the work of a Bible teacher, music teacher, and marriage.

The Girls' Attitude Towards City Life

The information given here is somewhat striking in the strong bent shown away from the city. Twenty-three girls preferred to live in the country, 9 to live in a town, 4 in the city. One had little preference and the other one expressed no preference. Several of the girls gave their reasons for preferring the country and especially the mountain country. One said merely that if she went away she would "miss the mountains"; another, that she could not give up the sight of "the green mountains," etc. One already quoted preferred the country because "you have all sorts of animals on a farm." One of the few exceptions, among the many preferring either country or town to the city, has already been cited in the girl who wanted "to see the whole world," and who, after some experience in traveling with a wealthy family, has begun training in a hospital in New York City, to become a nurse.

THE THIRTY-EIGHT GIRLS IN 1929

The facts presented here for making this comparison were gathered early in June, 1929, immediately after the school session had ended. Twenty-six of the 38 girls had continued in school during the two sessions following their provision of the information forming the main basis of this chapter. Seventeen of them seemed likely to return for the school year, 1929-30. One was in training in a New York hospital, and five had spent all or some part of the past school year at home and had indicated no intention either of studying further, or of entering

any occupation. Two had married, a third was about to marry, and one was known to be engaged to be married. Eleven others had had some employment, at least of a temporary sort, on the industrial level, although at least two of these were using it to serve as a stepping stone to work higher up. Naturally the group dropping out of school would provide the largest quota in unskilled occupations.

CHAPTER III

PRELIMINARY RECOMMENDATIONS AND EXPERIMENTATIONS

Preliminary Recommendations to the School

THE following tentative recommendations were presented to the school by the Southern Woman's Educational Alliance at various dates after the first school year involved in the study had been completed, but do not include the latest ones with which the study closes. The earliest ones were formulated by the investigator for that first year, Cordelia Cox. Later ones came from the director and editor of the study, O. Latham Hatcher; from Dr. Rebecca L. Pollock, of the University of West Virginia; from Dr. Fannie W. Dunn, of Teachers College, Columbia University; from Dr. Arthur H. Estabrook, of the Carnegie Institution of Washington; and from Dr. William M. Brown, of Washington and Lee University.[1]

Recommendations for Learning the Pupil

1. That the practice of giving the best procurable of tests be maintained in the school and that as soon as practicable tests for motor and mechanical aptitudes also be given.

2. That the system of case study records, begun in connection with the 38 girls first studied, be regularly maintained in the school, each pupil being provided with a cumulative folder in which these and all other records, including results of tests, records of physical examinations, etc., be kept.

[1]It is to be noted here that, except for the wise emphasis on health, the basic recommendations made to the school at this time conformed closely, although quite unintentionally, in diagnosis and solution to the tentative forecast of needs and solutions made by the director of the study, as a result of the preliminary journey to mountain schools and recorded in the introductory chapter of this volume. Professor Walter M. Flick should be mentioned in this way, as joining Dr. Brown in his recommendations made.

3. That thorough physical examinations be given all pupils as soon as this is practicable.

4. That the first week be used for getting the right start. That, at the beginning of the school year, a full week be devoted to recording the necessary data about new pupils, to bringing up to date the records for other pupils returning, to administering and scoring needed tests as a basis for adjustment of pupils to their studies, and to thorough physical examinations of pupils.[1]

5. That, by way of adjusting the educational process to individual ability, the traditional school grades be broken up and that every child be classified as to grade and as to subjects within the grade, on the basis of standard educational tests, and that, at least for the present, no effort be made to hold children to any one grade in all their studies. That each be expected to progress within her grade in reasonable accordance with her abilities.

6. That the children who learn more slowly than the average child be given special help, by the provision of a special weekly class for showing them how to help themselves. That for such children active physical work take the place of a part of that of the purely mental sort.

7. That the more capable children be given extensive supplementary reading and other outside assignments and, that if resident in the community, they be assigned approved home duties, and such other types of work as their tastes and needs seem to make desirable.

Curricular Emphases Recommended

That further study may be made of the curricular and extracurricular work, with a view to reorganizing it to meet the special needs of such a school.

1. That, in this connection, central emphasis be placed for a time upon health and hygiene, especially upon training the children in the formation of healthful hygienic habits and upon developing their interest in spreading such habits in their own families and communities.

[1]Copies of these record forms are found in the *Appendix*, pp. 213-34. It is to be noted here as well as in an earlier reference, that the several forms of record for pupils, parents, and school authorities have all been somewhat altered since the first year's study and that the pupil's schedule has been cast in the form of an autobiography.

That teachers of all school subjects cooperate closely in promoting this program of health and hygiene—e. g., in English, civics, and home economics; that health games, health plays, health stories and songs, cleanliness, inspection, such devices as drills in tooth brushing, be employed to interest the children in health undertakings and that the preparation of hot lunches for day pupils be introduced as a health project. Mention has already been made of physical examinations.

2. That more emphasis be placed upon "means of communication," including oral and written speech, public speaking, and reading aloud, as well as silent reading.

3. That, as one aid for later contacts, arithmetic in its most practical aspects, be taught them from the beginning, so that even those who leave school quite early may be equipped to add, subtract, multiply and divide safely.

4. That time, equivalent to one school day, be given all pupils weekly to "learning by doing" for training in nature study, agriculture, home nursing, craft work or plays, games and music, besides the work in domestic art and science already provided.

5. That experimentation be made in supervised recreation, such as reading, collections, care of flowers, plants or pets, dramatization with sand table, dolls, children or otherwise, story telling, and exercise with the younger and older groups at their respective recesses, but that very intensive supervision be avoided.

6. That all the children be encouraged to seek information in books, magazines, discussions, etc., as independently as possible and so, to broaden their contacts and cultivate mental initiative.

7. That all practicable activities in drama, music and art be stimulated to feed the personal sense of beauty, especially in relation to home decoration and appreciation of nature, and so help to enrich the children's enjoyment of rural life.

THE EXPERIMENTAL PROGRAM GETS UNDER WAY

In a genuine spirit of scientific experimentation, the school accepted all the recommendations which the investigator and

the advisors made during the first two years of study of the situation. This section of the report is concerned with the incorporation and operation of these changes and with the program of the school, in general and in particular. The results of the mental and educational tests given during the first year's study and reported elsewhere in this volume provided helpful suggestions for the new start, although never accepted as of final authority.

With the beginning of the year, the conventional plan of having each pupil take all classes in one grade was abandoned for one which necessitated individual class schedules for each. In the words of the principal of the school:

"Each girl is in each class in each subject as nearly as possible on account of her achievement tests, the teachers' judgment and other possible clues to her right of location. We try to help along with this readjustment in giving the individual student what she needs most, as in special assignments or by other means, although this is not carried out in as much detail as we should like, on account of the teachers' lack of time. Little and big are all together in many classes, but this does not seem to create a problem."

After due observation, further readjustments of schedules were made as far as possible, although the proportion of unsatisfactory results from the first readjustments after the testing was small. Complete cooperation among teachers and principal led to a much speedier working out of a smoothly running schedule than had been anticipated. Since some basis for assembling such pupils as could conveniently work together was necessary, a flexible arrangement was devised by which courses were indicated for groups rather than for grades. This was so planned that a pupil or sub-group might be easily shifted to a higher or lower level without either group's having close correspondence with any grade. Individual adjustment of work could also be regulated within the group, according to the capacity of the pupil.

The groups into which the pupils were then divided are indicated below, with such approximate correspondence to the former grades as can be reasonably designated. The reader is reminded again, however, that the requirements for the groups are flexible, whereas those for the grades are fixed.

Primary I corresponds more or less to the first grade.
Primary II corresponds more or less to the second grade.
IB corresponds more or less to the third grade.
IA corresponds more or less to former fourth and low fifth grades.
IIB corresponds more or less to high fifth and low sixth grades.
IIA corresponds more or less to the seventh grade.

In the list given a little further on, the pupils are named in the order of the grades to which they belonged in the preceding year, 1926-27, for showing the spread of grades to which their individual adjustment had carried each of them in 1927-28, and the schedule by which this adjustment was operated is also given. Beginners in the primary department naturally kept the same starting point without spread of grades. New and old pupils were included in the new arrangement, but inasmuch as it proved impossible to give the mental and educational tests to new pupils until later in the year, only the trial and error method could be followed for them in their first assignment to groups. The danger in this was minimized as far as possible by flexibility which constantly permitted further change in grouping. Also, the number of new pupils was small. Of the nine girls in the elementary grades who had attended Konnarock Training School, had been given the mental and educational tests then, and had done well enough in their studies to earn any higher classifications, all needed placing in more than one group. Thus two children who were allowed to advance unconditionally from the second grade in spelling and arithmetic were required to carry the reading of both the second and the third grades. Two others from this same grade were allowed to advance to the fourth in spelling while they kept their expected places in the third for reading and arithmetic. Two, formerly in the third grade, were required to repeat reading and arithmetic in that grade, but were allowed to advance in spelling. Similar conditions were made for children in other grades. Any child, whose work improved or who worked more easily and rapidly than others of the group to which she had been assigned, was allowed to enter a more

advanced group or to advance at her own rate, although the school seemed not ready then to take over in full either the Dalton or the Winnetka plan, towards either or both of which they might be said to have been tending.

Although the pupils were assembled in groups rather than in grades, their grade correspondences were kept as far as possible as a basis for the usual forms of record for the State Board of Education. The requirements which the Virginia State Board of Education makes of elementary public schools and its *Schedule for Daily Instruction and Study in a Three-Teacher School* served as a check upon the new plan at Konnarock Training School, since it functions as both a private elementary school and a public one.

LIST SHOWING HOW BREAKING UP GRADES INTO GROUPS DISTRIBUTED THE SAME GIRLS' STUDIES IN 1927-28[1]

Pupils	Groupings in 1926-27	Grade Groupings, 1927-28
1	Second Grade	Second Grade Reading Third Grade Reading Arithmetic Spelling
2	Second Grade	Second Grade Reading Arithmetic Third Grade Reading Spelling
3	Second Grade	First Grade
4	Second Grade	Second Grade Reading Arithmetic Third Grade Spelling
5	Second Grade	Second Grade
6	Second Grade	Third Grade Reading Arithmetic Fourth Grade Spelling
7	Second Grade	Third Grade Reading Arithmetic Fourth Grade Spelling
8	Third Grade	Third Grade Reading Arithmetic Fourth Grade Spelling
9	Third Grade	Third Grade Reading Arithmetic Fourth Grade Spelling

[1]In the first column is shown the grade in which the pupil had all study-subjects in the school year 1926-27. In the second is shown the variety of grades, by conventional standards in which she found herself by the new plan, which placed her according to her ability and actual degree of progress in each subject. Specific recommendations for classification were made by the Alliance only in regard to subjects which the child was studying in the lower grades in 1926-27, where much of the instruction is given through the medium of activities. No attempt was made to specify needed adjustments, the teacher in charge being evidently the best judge of this.

Pupils	Groupings in 1926-27	Grade Groupings, 1927-28
10	Third Grade	
11	Fourth Grade	
12	Fourth Grade	Third Grade Arithmetic Fourth Grade Reading Geography Spelling
13	Fourth Grade	Third Grade Reading Arithmetic Spelling Fourth Grade Geography History
14	Fourth Grade	Third Grade Arithmetic Fourth Grade Reading Geography Grammar Fifth Grade Spelling
15	Fifth Grade	Fourth Grade Reading Arithmetic Geography History Grammar Spelling
16	Fifth Grade	Third Grade Reading Arithmetic Fourth Grade Geography Grammar Spelling
17	Fifth Grade	Fourth Grade Grammar Fifth Grade Reading Geography History Spelling Sixth Grade Arithmetic
18	Fifth Grade	Fifth Grade Reading Geography History Grammar Sixth Grade Arithmetic Spelling
19	Fifth Grade	Fifth Grade Reading Arithmetic History Grammar Spelling Sixth Grade Geography
20	Fifth Grade	Fourth Grade Arithmetic Fifth Grade Reading History Grammar Sixth Grade Geography Spelling
21	Fifth Grade	Fourth Grade Reading Arithmetic Geography History Fifth Grade Grammar Spelling
22	Fifth Grade	Third Grade Reading Arithmetic Spelling Fourth Grade Geography History Grammar
23	Fifth Grade	Fourth Grade Reading History Grammar Spelling Fifth Grade Arithmetic Geography

Pupils	Groupings in 1926-27	Grade Groupings, 1927-28
24	Fifth Grade	Fourth Grade Reading Arithmetic Geography Fifth Grade Grammar Spelling
25	Sixth Grade	Fourth Grade Arithmetic History Fifth Grade Reading Geography Spelling Sixth Grade Grammar
26	Sixth Grade	Fourth Grade Reading Geography History Fifth Grade Arithmetic Grammar Spelling
27	Sixth Grade	Fourth Grade Geography History Fifth Grade Reading Arithmetic Spelling Seventh Grade Grammar
28	Sixth Grade	Fifth Grade History Sixth Grade Reading Arithmetic Geography Seventh Grade Grammar Spelling
29	Sixth Grade	Fourth Grade Arithmetic History Fifth Grade Reading Grammar Sixth Grade Geography Spelling
30	Seventh Gr.	Fourth Grade Reading Arithmetic History Grammar Spelling Fifth Grade Geography
31	Seventh Gr.	Did not return

SCHEDULE SHOWING THE OPERATION OF THE PLAN ALLOWING EACH K. T. S. PUPIL'S STUDIES TO FALL INTO AS MANY GRADES AS NEEDED[1]

Begin	*Group IC*	*Group IB*	*Group IA*
8:40		Chapel	
9:00		Physical Inspection	
9:05		Bible	
9:20		English	History
9:40		Hygiene History—Thurs.	
10:00		Geography	
10:20		Recess Cooking—Wed.	Cooking—Mon.
10:30		Super Study Cooking—Wed.	Cooking—Mon.
11:10		Reading—Mon. & Wed. Arithmetic—Tues., Thurs. & Fri. Cooking—Wed.	Cooking—Mon.
11:30	Arithmetic—Tues., Thurs. & Fri.	Reading—Mon. & Wed. Cooking—Wed.	Cooking—Mon.
12:00		Hot Lunch & Recess	
1:00		Spelling—Mon., Wed. & Fri. Reading—Tues. & Thurs.	
1:20		Reading—Tues. & Thurs. Nature Study—Fri. Arithmetic—Mon. & Wed.	
1:40	Arithmetic—Wed.	Dramatics—Mon. Community Study—Tues., Thurs. & Fri. Music—Mon. & Wed.	
2:00		Stories—Tues., Thurs. & Fri.	
2:20		Recess	
2:30		Writing—Mon. & Tues.	Arithmetic—Wed. & Thurs. English—Fri.

[1]The boys' classes in agriculture do not appear here, but the times for them coincide with some of those for the cooking classes for girls.

Begin	*Group IIC*	*Group IIB*	*Group IIA*
8:40		Chapel	
9:00		Physical Inspection	
9:05		Bible	
9:20		Hygiene	
9:40		English—Mon., Tues., Wed. & Fri.	English—Thurs. History—Mon., Tues., Wed. & Fri.
10:00		Arithmetic—Mon., Tues. Wed. & Fri. Cooking—Tues.	Arithmetic—Thurs. Cooking—Thurs.
10:20		Recess Cooking—Tues.	Cooking—Thurs.
10:30		English—Thurs. Cooking—Tues. Arithmetic—Thurs.	English—Mon., Tues., Wed. & Fri. Cooking—Thurs. Arithmetic—Mon., Tues., Wed. & Fri.
10:50		Cooking—Tues.	Cooking—Thurs.
11:10	History—Thurs.	Geography—Mon. & Wed. Civics—Tues. Current Events—Fri. Cooking—Tues.	Cooking—Thurs.
11:30	History—Thurs.	Current Events—Fri. History—Tues. Geography—Mon. Wed. Cooking—Tues.	Cooking—Thurs.
12:00		Recess & Hot Lunch Reading—Mon. & Wed.	
1:00		Geography—Tues. & Thurs. Home Economics—Fri.[1] Sewing—Mon. Home Economics—Fri.[1]	Sewing—Wed.
1:20	History—Tues. & Wed.	Civics—Mon. & Thurs. Sewing—Mon. Study—Mon., Wed. & Thurs.[1]	Sewing—Wed.
2:00		Writing—Tues. Current Events—Fri. Sewing—Mon.	Sewing—Wed.
2:20		Recess Sewing—Mon.	Sewing—Wed.

Begin	*Group IC*	*Group IB*	*Group IA*
2:30		Study—Mon., Tues. & Thurs.[1] Geography—Fri. History—Wed. Sewing—Mon. Study—Tues.[1]	Sewing—Wed.
2:50	History—Mon.	Geography—Fri. History—Wed. & Thurs. Sewing—Mon. Study—Tues. & Wed.	Sewing—Wed.
3:10		Special Topic of General Interest—Fri. History—Mon.	History—Thurs.
4:00		Dismissal	

Schedule for Primer and Primary Work

Primer and First Grade		*Second Grade*	
Chapel	8:40	Roll Call and Phys. Inspection	1:00
Roll Call	9:00		
Phys. Inspection	9:05	Bible	1:10
Bible	9:10	Arith. A	1:20
Reading B	9:20	Study Period	1:45
Reading C	9:35	Reading A	2:00
Seat Work	9:50	Industrial Work	2:20
Dismissal	10:10	Recess	2:45
Recess	10:10	Spelling A	2:55
Arith. B	10:20	Story Hour	3:10
Arith. C	10:40	Writing A	3:30
Story Hour	10:55	Phonics A	3:45
Phonics B	11:15	Dismissal	4:00
Phonics C	11:25		
Writing	11:35		
Dismissal	11:55		
Hot Lunch and Recess			

Begin	*Group IIC*	*Group IIB*	*Group IIA*
2:50		Stories—Tues.	
	Arithmetic—Mon. English—Wed.		English—Thurs. Arithmetic—Fri.
3:10		Writing—Wed., Thurs. & Fri.	Arithmetic—Mon. & Tues.
3:30		Drawing—Wed. & Thurs.	English—Mon. & Tues.
4:00		Dismissal	

EARLY REACTION OF THE SCHOOL TO THE CHANGES

In order not to interrupt later the account of the experimental program as it has developed from year to year, it seems well to include here some mention of the reaction of the principal and her associates to the changes, during the first year of their incorporation. The principal wrote:

"We feel that, in a very general and almost intangible way, the children have gained a great deal. Certainly their general background has been broadened, as has their vision of the "outside world," as they express it. We believe that they have a more definite idea of why they go to school, what we are working for—or, in somewhat popular terms, "what it is all about." Most of the children seem to be interested in their work. They often ask "why" now to facts which heretofore they would have accepted and learned, by rote, perhaps, if they learned them at all."

The teacher of English commented:

"It is more pleasure and profit to both pupil and teacher when the work is so divided that each child is doing what she is best capable of doing. In an indirect, as well as in a direct way, I believe that our children are gaining a great deal from school this year. Their background is being broadened through the study of other places, cities, countries, peoples and customs. Thus their consciousness of people is being awakened. They are coming to see in some measure that English is not English only when it is in a book marked "English" and taught in a

certain given time each day. This is also true of other subjects."

Following are some of the comments of the children themselves:

"Our school is very different this year from what it was last year. I am learning more this year and like it much better. One reason is I am learning more of the Out side world, and of things that are happening in the world to-day. We learn mos of this in a small news paper which is called Current Events We get this paper once a week. It is very interesting. Ou teacher assigns each girl a certain part to study and recite on next day. We like it very much.

We do not have grades this year like we did last year. We are divided into grupes. We have a primiary room. Then in another room we have I A and I B classes, and in the other room we have II A and II B classes. We have different teachers to teach different subjects. So we don't get tired of the same teacher all the time!

This year we have a more general way of learning how to *enjoy* the out side world, other than getting it out of our books. We are learning that everything we know don't come out o our school books. But that other books and Magazines hav things in them that we should learn too. We have learned ho to use the dictionary and to look up things about our histor or geography in the National Geographic Magozine or som other book or Magozine. We are allowed to advance as fast as we can. If some of the Students go faster than others, they may have private classes, and go as fast as they can. If some students go slower than others they stay in the same grupe according to what they do.

We use our library quite a bit this year. We have certain books to read and report on. Most of us girls read books out of the library other than those required. We enjoy our library very much, and learn quite a bit by using it."

Another child comments:

"Some times in History I notice we not only study History but we study Geography and History mixed together. For instance in History when we are studying about a place we will look on the map and find the place, then we will get to talking about what they do there. If we are finding some one who is sailing to new land we will ask the question, 'What did they find there?' Then we will talk about the place, and its people, and what it is noted for.

One week in chapel was health week. Each morning something about health was given. On Wednesday morning was First Aid morning. In IIA's and IIB's room we had been study-

ing about First Aid, so we were giving the program. Two of the girls gave talks on First Aid. We had a play showing what to do in case of accidents when you could not get a doctor at once. It showed the cutting of an artery, fainting, and a broken leg. It was a little experiment showing what to do in case no doctor was near."

The composition quoted below gives the understanding of a girl twelve years of age as to the purposes of her education. Simple as it is, it contains mention of the practical or human values of study of geography, history, physiology, hygiene, English, vocational opportunity and choice, character building and social usefulness.

The reaction of this pupil to the changes and to the school in general was somewhat pithily expressed in a "composition" on *Why I Go to School.* It runs as follows:

"I go to school to learn about other parts of the world besides the very place I live and the places I have seen and know about. To find out what they are noted for, where they send and where they get things. and about cities in the United States and other parts of the world.

To learn the different parts of the body, the work of each and how they contract, and also how to keep care of my health and help take care of other peoples health.

Also to learn to use the right kind of language so that if ever I were out in company I wouldnt be ashamed of my English, and could use my words correctly.

So that when I grow larger and want to be a stenographer, book keeper, Nurse, doctor or teacher, That I could do the best I could do and be the best I could be.

I also want to learn to keep care of my personal character and make every one as happy as I can and help them in every way I can."

CHAPTER IV

TESTING PROGRAM AT THE SCHOOL, 1926-29

IN READING the following account of the testing program carried on at Konnarock Training School, during the past four years, the reader, especially the mountain educator, is asked to bear in mind the important fact that, helpful as mental tests have been in revealing individual differences, they are still in an experimental stage as to their exact significance. Indeed the conviction has grown among psychologists and educators, especially during the latter part of the period covered by the Konnarock study and experimentation, that the record known as the Intelligence Quotient or I. Q., obtained from mental tests, once said by many to show the unchangeable, native, mental endowment of each human being, may really be primarily a record of a certain kind of achievement at a given time, and under given conditions. There seems to be increasing likelihood, too, that this view will win general acceptance and so lead to developing new tests forms in terms of such achievement. Meanwhile, as in all other research for truth, we must use the light we have, as we search for more.

The above statements have been edited and to that extent authorized by Dr. David A. Robertson, Assistant Director of the American Council on Education, and the contents of the two following paragraphs are extracts from a recent letter written by him to the editor of this study. They are written in the spirit in which the director of the psychological tests for this study, Dr. William M. Brown, has done his work and are quoted upon his recommendation.

"The extravagant claims made for psychological tests in the early years have not been justified. The psychologists themselves have learned to be cautious. Along with caution, how-

ever, has come the recognition that the psychological tests do measure something. Caution in accepting the tests as credulously as people did ten years ago should be accompanied by caution against rejecting them because they did not do all that was claimed for them by unwise proponents.

The same caution is necessary in connection with the achievement [educational] tests in subject matters. We are desirous of preventing the achievement tests from establishing patterns for students and teachers unless those patterns represent the well considered objectives of the teachers themselves and not merely those of the technical experts who devise tests."

In view of what is written above, editorially and by Dr. Robertson, the reader is asked to accept the term *Intelligence Quotient* as representing a concept common in psychological nomenclature but which, so far as permanent mentality is concerned, is increasingly questioned. It would, however, be confusing to change the term at this time, especially as no other equally in use is yet available. It will be more safely taken, however, as presenting "a certain kind of achievement under given conditions at a given moment" and the variations shown here in the results of testing the same children from year to year should abundantly justify this interpretation.

THE STATUS OF TESTS FOR RURAL CHILDREN[1]

In studying the results of the mental and educational tests given the Konnarock pupils, it is to be borne in mind that these tests have been designed primarily for city children. The effect of this fact in the matter of handicapping the mountain child by confronting him with questions which his range of experience has given him no opportunity to learn to answer, cannot be safely measured or even suggested until suitable rural tests can be given him along with other tests, and perhaps until many city children are given such ruralized tests, along with those built chiefly upon urban implications, so that the results of the two double experiences can be compared. Nor

[1]For the sake of unified presentation, the test data for the three years covered by the intensive study, and also those for the current year, are presented together here, although later chapters necessarily revert to earlier happenings than those included in the latter part of this chapter.

can any mathematically safe account be taken here of the fact that many of the children tested here represent almost the extreme of rural underprivilege in the experiences which have fallen to their lot before they entered their present school, as is sufficiently shown by facts presented in this report and illustrated in the case studies of the individual girls. On the other hand a few have come from more habitable homes than many people believe exist among mountain people at all.

In view of all the uncertainties and differing opinions regarding the validity of mental tests, especially in application to rural children, the thought of the editor has been merely to recognize the conflict of opinion while encouraging the application of tests with the best light available.[1]

Also, it has been hoped that, if the testing could be continued annually under the most favorable professional auspices, some light might finally be shed upon the development of tests which are better adapted to rural children, especially to those in the more isolated mountain communities.

TESTING PROGRAM FOR 1926-27

In the first year, upon the advice of Dr. M. R. Trabue, Dr. Buford Johnson and Dr. Lewis M. Terman, not all advising upon both educational and mental tests, the first testing program was formulated.[2] During this year, the first of those during which this study was in progress, the following tests were given to the 38 girls, this being the number in attendance as day pupils and boarding pupils that year:

Primer and First Grade

Pintner Cunningham Primary Mental Test
Trabue Mentimeters

Second and Third Grades

Pintner Cunningham Primary Mental Test
Trabue Mentimeters
Stanford Achievement Test

Fourth, Fifth, Sixth and Seventh Grades

National Intelligence Test
Trabue Mentimeters
Stanford Achievement Test

Eighth and Ninth Grades

Terman Mental Ability Test
Trabue Mentimeters
Stanford Achievement Test

[1]The psychologists doing the testing in the school have felt strongly the disadvantage accruing to very underprivileged rural children, however, and Dr. Brown, especially, has expressed himself more than once on this point in the present chapter.

[2]It should be explained that no one of these advisors was able to make any intensive study of the local situation as a basis for advice, but that each merely expressed interest and readiness to cooperate by general suggestions for a program which must of necessity be recognized as experimental.

Tenth and Eleventh Grades

Terman Mental Ability Test
Trabue Mentimeters
Iowa High School Contest Examination

In addition to the above tests, supplementary information was secured for some from Haggerty Intelligence Examination and Terman Mental Ability Test group tests, given by the school in the fall of 1926, before this study was undertaken.[1]

The tests were administered during this first year by Cordelia Cox, the first investigator. They were scored by her and then checked and re-scored by another member of the staff, Grace M. Harriman, recommended by Professors Terman and Proctor, of Stanford University, as psychological assistant in this undertaking. In the summer of 1927, when the first report was made, individual adjustments of the work of the pupils on the basis of the results of these tests were recommended to the school and were in the main approved, agreeing for the most part with other evidences of what was best for each child, as well as with the teachers' judgment, with the grades, etc. Exceptions were noted, however, and the teachers' judgment prevailed in such instances. There was especial opportunity for working out adjustments suggested by the results of the tests because the school began at that time to break up the grades into groups, in order to allow individual assignment of work and individual rate of progress.[2]

TESTING PROGRAM FOR 1927-28

When the study was unexpectedly lengthened out into this second school year, the testing program offered especial difficulty, since no one could be found to administer them before winter road conditions made the school inaccessible. The costs involved also complicated the situation. Finally in May, 1927, Dr. William M. Brown, head of the Department of Psychology at Washington and Lee University and President of the Vir-

[1]The Haggerty Test was given about four months earlier than those previously mentioned here. The age norms seem to have little relation to those of the National Test, except in two instances where these confirm the National. In four others they are much lower than the National, and in three, are higher. The results of all the tests are given in considerable detail in the *Appendix*. See pp. 237-242.

[2]For considerable detail in reporting the results of these tests see *Appendix*, pp. 237-242.

ginia Academy of Science, gave the following tests there through the joint provision of the Alliance and of the school itself:

Trabue Mentimeter Test	Stanford Achievement Test
Haggerty Intelligence Examination	Terman Group Intelligence Test
National Intelligence Examination	Iowa Placement Test[1]

As will be seen from the tables showing the results of the tests, the intelligence quotients of many of the children, whose studies were all at the Training School, mounted considerably beyond those scored by them in the tests given in the school year, 1926-27. But in many of these instances and in general, the educational tests registered, with few exceptions, lower achievement for the child than her intelligence quotient gave her teachers ground for considering her capable of attaining, if she had been sufficiently attentive and industrious. On the contrary, the teachers were agreed that, practically without exception, the children were doing better than ever before.

Understanding of the situation was further complicated, however, by the fact that the teachers' own grades for the pupils, representing their effort to measure the child's actual acquisition of the content of their courses of study, totalled a somewhat lower average than that for the preceding year. This the teachers were at a loss to explain, for reasons already given.

This situation was the cause of much concern, and in order to gain further light it was determined that at the beginning of the next school year the Stanford Revision of the Binet-Simon Test of Mental Ability should be given to all pupils in the school, along with such additional tests as seemed desirable. This was arranged, and on the first day of the opening week of the school, the testing program began. An account of it follows.

TESTING PROGRAM FOR 1928-29[1]

According to the psychologists who administered the tests, Dr. William M. Brown and Professor Walter M. Flick, the

[1]The report presented here is that of Dr. William M. Brown, the psychologist already mentioned as in charge of the testing for the two school years, 1927-29. It is presented in an abridged form; hence, quotation marks covering certain parts. Supplementary test tables compiled for this year are to be found in the *Appendix*, pp. 239-40.

atmosphere in which they were given was most favorable, and "the cooperation of principal, teachers, and pupils was greater than could possibly have been expected." Every request was granted promptly and every facility was placed at their disposal for doing the work as accurately and expeditiously as possible. While administering the tests they aimed to associate with the pupils at every opportunity and to gain their confidence so that they might respond naturally to the tests without the shyness and suspicion which mountain children, especially, might feel toward strangers. There was no trace of this attitude, however, and the principal and teachers agreed with the psychologists that the pupils "gave about all that they had."

"One illustration of the attitude of the pupils towards the tests and of the general fortitude of mountain children may be cited. A girl of about 13 or 14 years of age met with an accident while she was on her way from her home to take the tests. She sat through her test, which lasted an hour, without a murmur, and proved to be one of the better pupils in the group then being tested. When that was over she asked to be examined by the school nurse and school physician, who found that her collar bone had been fractured.

Methods of Procedure in Testing

The program was arranged to prevent the need of strain upon any pupil, and in this way excessive mental and physical fatigue, as well as indifference and lack of effort, were avoided.

Nature of the Tests Used

The testing program included the giving of both individual and group tests. Since the variety of tests given earlier had proved to be unnecessarily large, an "irreducible minimum" was sought, so that it might be recommended as an annual feature in the school program, with the understanding that other tests could be used from time to time, if needed.

The chief objective in the testing was to compare the children of Konnarock School with one another, ranking them in order of ability and achievement from the highest to the lowest, either in the entire group attending the school, or in classes

to which they had been respectively assigned. The following tests had been carefully selected in accordance with the principles outlined above, and in the light of the previous experience of the directing psychologist in administering tests in the school in the school year, 1927-28.

Individual tests

Stanford Revision of the Binet-Simon Intelligence Scale. Given to all pupils with the exception of half a dozen who were not available.

Group tests

Stanford Achievement Test:	Contains achievement tests for the measurement of proficiency in Reading, Arithmetic, and Spelling (Dictation). Given to all except pupils in the first grade.
Otis Group Intelligence Scale: (Advanced Examination)	Given to all high school pupils with the addition of all others from the lower grades whose I. Q. on the Binet test was 90 or more.
Otis Group Intelligence Scale: (Primary Examination)	Given to all except about 15 pupils who were absent from school at the time the test was given.
Burgess Reading Scale:	Given to all pupils who were able to do any reading at all; i. e., first grade pupils excepted.
New York English Survey Test: (Language Usage)	Given experimentally as a check on the scores obtained in the Reading test of the Stanford Achievement Test. First grade pupils not included.

In future, other achievement tests may be added to this program, or substituted if desirable. A suggested testing program based on these beginnings made in the school year, 1928-29, is provided as a part of this report, subject to new light which may result from the newer types of tests to come.

All of the test results have been treated statistically in accordance with approved educational procedure, and the results and recommendations for each pupil have been entered on an

individual record sheet now filed in the pupil's folder for future reference.[1]

The following table indicates the number of children tested in each of the groups into which the pupils had been classified by the principal for purposes of instruction:

Group I.—Approximately the First and Second Grades	29
Group II.—Third, Fourth and Fifth Grades	23
Group III.—Sixth and Seventh Grades	22
Group IV.—High School	12
Unclassified	2
Total	88

Correlations

In order to determine the amount of correspondence between the results obtained on the various tests given, the following correlations were obtained by the use of the Pearson product-moment formula:

Between Binet Mental Age and Otis Primary Intell. Score	r	.771	.032
Between Binet Mental Age and Burgess Reading Score	r	.691	.042
Between Binet Mental Age and N. Y. English Survey Score	r	.758	.038
Between Binet Mental Age and Stanford Achievement Score	r	.779	.035

All of the correlations in this table indicate a fairly high degree of correspondence between results obtained on one test and those obtained on another. When it is considered that many correlations between similar data are found to be much lower than those obtained in the present instance, it may be concluded, according to the judgment of the psychologists that the correlations are decidedly satisfactory. The conclusion that the teachers at Konnarock are handling the instructional problem quite effectively and are teaching the pupils in most cases to the limit of the pupils' capacity, seems to them, as a broad generalization, reasonably justified. Also they call attention to the fact that the four correlations obtained vary very little from one another and the smallness of the Probable Error (P. E.) would tend to indicate the reliability of the results.

[1]The fuller testing program suggested as a future possibility adds content tests in history, geography and other subjects. Account is taken also of the desirability of motor and mechanical tests as soon as shop work, or training in industrial arts, can be provided.

Distribution of the Intelligence Quotient

The table below shows the distribution of the intelligence quotient as obtained on the Stanford Revision of the Binet-Simon Scale:

Below 70	15
70- 80	19
80- 90	29
90-100	15
100-110	8
110-120	1
Total	87

Two of the 90 children who made up the total school attendance in the school year, 1928-29, were not in the school at the time of the tests, and another, who was there, did not take them. For one other in the group of 88 children no intelligence quotient was obtained, as he failed to take the individual test. The range of intelligence quotients is from 46 to 114, with a median of approximately 83.

If the range from 90 to 110 is regarded as normal, and if the newer definition of the intelligence quotient injected here were not kept well in mind, there would be only 23 normal children in this group, with one child rated as "superior" and 15 rated as definitely inferior (intelligence quotient less than 70). The remaining 38 pupils have intelligence quotients ranging between 70 and 90 and might by some be described as "border-line" cases. It would seem, therefore, from these test data that the large proportion of these mountain children tend to be intellectually inferior to children who are found in more fortunate home settings. If this is true the causes of this condition are too many and too far reaching to be enumerated here. They would probably be found to fall under two heads, however, if a complete list were given: (1) Selective processes operating among the mountain people generally, whereby the more intelligent migrate to other parts of the country in search of better living and economic conditions; and (2) lack of intelligence tests adapted strictly to testing the mentality of children whose whole experience has been in a typically mountain environment."

Dr. Arthur H. Estabrook, of the Carnegie Institution of Washington, discusses the mentality of mountain children in an article, entitled *Is There a Mountain Problem?*, published in *Mountain Life and Work* for July, 1928. Dr. Estabrook, in the article referred to, writes as follows:

"It would seem from these various studies, as indicated by the mental test scores of the school children, that the people in the more isolated and underprivileged areas have a lower intellectual level than those found in the more average rural conditions.[1] The areas in the mountains with approximately the same agricultural conditions and corresponding economic levels contain people of much the same intellectual level. The lower intellectual levels in the more backward areas do not seem necessarily to be caused by the backwardness of the region, but rather by the selection that has taken place whereby the more intelligent, though perhaps illiterate or only slightly educated, have left the less productive areas and sought homes where a higher standard of living can be maintained. Thus it is biological selection and not the untoward conditions of the more isolated areas which seem to be the determining factor in the matter of the intellectual levels of the peoples in the more underprivileged areas. In general, the more intelligent migrate, leaving the less intelligent. The relationship of this lower mental level to the work of the grade schools and the program of the community organizations for economic and cultural betterment is indeed quite apparent, but this cannot be discussed here.

Parallel with the differences in the social and economic levels in various mountain areas, there seem to be distinct differences in the intellectual levels. The mental tests of school children in several cities and larger towns, previously reported, indicated an average population similar to cities of like size outside of the mountain area. The people living in rural areas with more or less average social and economic conditions show an average level of mental ability. The populations in the more isolated and underprivileged areas, where tests have been made, have a lower intelligence level. Thus the mental tests seem to indicate that in general the more intelligent people are found in the more privileged rural areas, and the less capable intellectually in the less privileged sections. This apparently is due to movement within the population in these rural areas, a sorting and a biological selection, wherein the more active, physically and mentally, seek the places with more possibilities, forcing the

[1]Dr. Estabrook is here referring to tests given earlier than this to mountain children, elsewhere than at Konnarock.

less active into the less desirable spots. Migration from the super-rural areas seems to consist, in general, of the more intelligent and active ones. Thus the intellectual level of the population of these isolated and underprivileged areas tends to be lowered by this continuous sorting."

Dr. Brown's report continues as follows, directly:

"Further Checking of Results

As an additional confirmation of the validity of the results obtained in the entire testing program, fifteen pupils were selected as indicated in the following list and their intelligence quotients, as obtained on the Binet (individual) test, were compared with their intelligence quotients as indicated by the results of the Otis (group) test. The amount of discrepancy is surprisingly small and in some cases the intelligence quotients obtained by the two methods are identical. The table follows:

COMPARISON OF I. Q.'S FROM INDIVIDUAL AND GROUP TESTS

Age	*Binet I. Q.*	*Otis I. Q.*
10-8	90	89
11-11	105	104
11-0	114	104
10-1	94	88
12-3	94	100
9-8	105	101
8-8	92	120
12-4	99	102
11-6	99	105
13-6	104	99
15-2	100	98
13-7	102	104
16-6	96	84
14-3	100	102
14-0	104	104"

TEST DATA FOR GIRLS REMAINING AT K. T. S. DURING 1926-29 SUMMARIZED

In the following table are given certain outstanding test data for the girls who were at Konnarock Training School throughout the period covered by this study:[1]

I. Q.'S, E. Q.'S AND A. R.'S FOR 22 K. T. S. GIRLS FOR 3 YEARS, 1926-29

Years	*I. Q.*	*E. Q.*	*A. R.*
1926-27	88	92	105
27-28	106	80	75
28-29	89	.....	.....
1926-27	100	92	92
27-28	115	86	75
28-29	90	.....	.....
1926-27	79	71	94
27-28	65	53	82
28-29	85	.....	.....
1926-27	82	58	99
27-28	82	90	82
28-29	85	.....	.....
1926-27	96	100	104
27-28	114	94	83
28-29	105	.....	.....
1926-27	117	125	107
27-28	119	102	86
28-29	114	.....	.....
1926-27	81	.....	.....
27-28	.....	.....	.....
28-29	92	.....	.....
1926-27	73	76	104
27-28*	.....	.....	.....
28-29	69	.....	.....
1926-27	86	82	95
27-28	81	68	84
28-29	65	.....	.....
1926-27	72	79	110
27-28	95	75	79
28-29	80	.....	.....
1926-27	92	83	90
27-28	110	.....	.....
28-29	86	.....	.....
1926-27	83	78	94
27-28	94	.....	.....
28-29	69	.....	.....
1926-27	82	84	102
27-28	101	73	72
28-29	70	.....	.....
1926-27	74	68	92
27-28	63	61	97
28-29	76	.....	.....

*Did not take tests in 1927-28, being absent because of a death in her family.

1. This table was compiled in the office of the Southern Woman's Educational Alliance and added to Dr. Brown's report as presented. It includes now, somewhat unexpectedly, some of the test data reported by the school for the school year 1929-30. These were at no time in Dr. Brown's possession in formulating his report.

Years	*I.Q.*	*E.Q.*	*A.R.*
1926-27	76	75	99
27-28	74	67	91
28-29	76	.....	.....
1926-27	77	80	104
27-28	73	70	96
28-29	73	.....	.....
1926-27	92	93	101
27-28	100	85	85
28-29	80	.....	.....
1926-27	68	68	100
27-28	66	59	89
28-29	60	.....	.....
1926-27	89	100	112
27-28	117	92	79
28-29	85	.....	.....
1926-27	110	106	96
27-28	103	87	84
28-29	104	.....	.....
1926-27	79	92	116
27-28	99	82	83
28-29	71	.....	.....
1926-27	77	86	112
27-28	93	73	78
28-29	79	.....	.....

MENTAL TEST RANGES, 1926-30

Since the variety of tests given during the four years precludes stating the ranges in any very simple way, they are given year by year and test by test.

RANGES OF TEST DATA FOR THE YEARS 1926-30, GIVEN SEPARATELY BY TESTS[1]

A—RANGES FOR TEST DATA FOR K. T. S. GIRLS, 1926-27

Terman:
- Chron. Age 14:8-18-1
- Score 27-113
- M. A. 10:11-15:0
- I. Q. 70-94

Pintner-Cunningham Primary:
- Chron. Age 8:0-10-9
- Score 20-52
- M. A. 5:10-9:0
- I. Q. 63-100

National Intelligence Test:
- Chron. Age 9:5-17:11
- Score 19-117
- M. A. 8:6-13:0
- I. Q. 59-117

Haggerty:
- Score 7-77
- Age Corresponding to Score 7:0-11:7
- Age Corresponding to Grade 3-5

Trabue:
- Score 1-70

Stanford Achievement:
- Chron. Age 9:0-18-5
- Score 12-139
- E. A. 8:4-14:9
- E. Q. 62-125
- A. R. 86-116

[1]Test data for the school year 1929-30 were provided at the last moment by the school authorities for use here but do not appear elsewhere in the study.

B—RANGES FOR TEST DATA FOR K. T. S. GIRLS, 1927-28

Chron. Age.....7:8-21:7
Terman:
Score.....26-116
M. A.....10:11-15:1
I. Q.....63-119
National:
Score.....16-162
Haggerty:
Score.....9-93
Trabue:
Score.....2-40
Standard Achievement:
Score.....9-56
E. A.....8:9-12:5
E. Q.....53-102
Iowa Placement:
Score.....47-92
A. R.....72-100

C—RANGES FOR TEST DATA FOR K. T. S. GIRLS AND BOYS, 1928-29

Chron. Age.....6:6-21:11
I. Q.....46-114
Advanced Otis Score.....53-151
Primary Otis Score.....22-84
Burgess Reading Score.....1-17
Eng. Survey Score.....1-48
Stan. Rev. Binet-Simon
Score.....63-183
Stan. Achieve. Score.....62-430
Average of Percentile Rank.....1-94

D—RANGES FOR TEST DATA FOR K. T. S. GIRLS AND BOYS, 1929-30

Chron. Age.....10:10-16:1
Advanced Otis:
Score.....(49)[2] 33-162
I. Q.....(82)[2] 77-126
Primary Otis:
Score.....34-74
I. Q.....64-97
Advanced Stanford Achievement:
Score.....43.7-86.8
E. A.....11:4-16:4
Primary Stanford Achievement:
Score.....12.4-39.4
E. A.....8:4-10:11

[2]This indicates possible score if given all benefit of doubt in scoring answers.

I. Q.'s of Pupils at K. T. S., 1928-1929, and Ranking of Pupils by Family I. Q.'s

Note: At the suggestion of Dr. Arthur H. Estabrook, an effort was made in the school year 1928-29 to gain some light on the intelligence levels of families sending more than one child to school. The results of that effort are recorded—but are manifestly too meagre for any safe inferences, even if the I. Q. could be proved to be native and permanent. This is all the more true because the average family size in that area is estimated as including eight children. The results are given, however, chiefly as an indication of method followed in the study.

Individual I. Q.	*Family Av. I. Q.*	*Individual I. Q.*	*Family Av. I. Q.*
86		86	
94	90	86	86
92		76	
90		76	
79	87		76
79		73	
62		66	
83	75		70
81		100	
107	94	94	97
*		76	
		77	77
85		87	
104	95	64	76
105		60	
114	110	70	65
97		85	
94	96	62	
		87	78
92		83	
84	88	105	
		99	96
83		82	
90	87	92	87
72		70	
75		85	
62	70	60	72
66		92	
81	74	91	
		71	85
82		80	
81		71	
70	76	84	78
69			
89	.....	76	.....
96	.....	102	.....
60	.....	77	.....
100	.....	88	.....
82	.....	104	.....
85	.....	99	.....
46	.....	79	.....
69	.....	105	.....
65	.....	89	.....
71	.....	92	.....
80	.....	92	.....
88	.....	84	.....
73	.....	80	.....
66	.....		

*Absent and unable to take test.

SPECIAL CONSIDERATIONS IN INTERPRETING TESTS AND THE CHILDREN'S SCHOLASTIC STATUS[1]

"In dealing with and interpreting the testing situation at Konnarock Training School, certain rather specific considerations should be borne in mind constantly. Some of these are the following:

1. The children who are being dealt with are, almost without exception, "mountain children" in the usual sense in which this term is construed, and their background of experience is therefore different from that of the city child and of the child in the more favored rural districts.

2. The school represents the highest type among institutions which have been established with a view to improving the conditions of the mountain people. The plant itself, the physical equipment, the type of teachers and their preparation, and many other factors contribute to the high standard maintained at Konnarock.

3. There is a larger variety of regular extra-curricular activities at Konnarock than at most other schools. The pupils consequently may have their attention directed in a less concentrated way to their studies as such although practically all of the extra-curricular activities have a distinctly educational value and are carefully—although by no means tightly—guided. These other activities in which they are engaged may, in many instances too, prove to be of greater value to them than purely intellectual activity. A sample schedule of extra-scholastic activities is found in this report.[2]

4. For lack of ruralized tests, some allowance in the interpretation of the results may have to be made and in order to avoid confusion resulting from comparisons which might have been made along this line, all such comparisons have been omitted from the present report. Discrepancies of this sort were particularly manifest in the vocabulary test, which is given considerable emphasis in several of the age levels of the Stanford.

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[1]All of this is quoted directly from Dr. Brown's report.
[2]See pp. 172-73.

Use of the Stanford Revision of the Binet-Simon Tests

The lower forms of the tests were used, where such forms were available, in order to take care in some degree of the above mentioned discrepancies. Inasmuch as no pupil completed every item of any test correctly, this procedure was rather justified than not by the results. The use of these lower forms made no difference, of course, in the relative rankings of the children as finally obtained, since all of the pupils were 'measured' by the same measuring device.

SUGGESTED PROGRAM FOR INTELLIGENCE AND ACHIEVEMENT TESTS

Editor's Note: This suggested program was defined by the directing psychologist before the introductory paragraphs of this chapter were written. At his request it is now repeated that the program is to be considered subject to whatever new light may come from year to year from other sources.

Grade	*Tests Used*
1	Stanford Revision of Binet-Simon Scale Otis Primary Examination (No achievement tests)
2	Stanford Revision of Binet-Simon Scale Otis Primary Examination Burgess Reading Scale Stanford Achievement Test (Primary Examination) New York English Survey Test (Optional)
3	Same
4	Same
5	Same
6	Same
7	Same NOTE: If desired, the Otis Advanced Intelligence Test may be substituted for the Primary Examination in the 6th and 7th Grades.
High School (Years 1, 2, 3, 4)	Stanford Revision of Binet-Simon Scale Otis Advanced Examination Burgess Reading Scale Stanford Achievement Test (Advanced Examination) New York English Survey Test (Optional)

NOTE: In the 3rd, 4th, 5th, 6th, and 7th Grades and in the four high school years it will soon prove feasible to use additional achievement tests. These should be employed as soon as those in charge of the testing program feel that they are equipped to handle such tests and to make the proper interpretation of the test results."

The following extracts from letters written by Dr. Brown to the school principal are appended for further clearness:

"You will understand, of course, that these results apply to intellectual ability only. It may be that the pupils not measuring up to what might be expected of them so far as their intelligence is concerned (i. e., their intelligence quotients) are suffering from some other handicap. This handicap might be physical or it might be in the nature of a character defect or emotional instability. In other words, pupils whose work shows a considerable discrepancy when compared with their psychological ratings, need to be studied very carefully and the adjustments in their cases should be made on the basis of all the facts obtainable.[1]

No recommendations are made as to regrouping the pupils at this time. There are only four groups and, as each group contains pupils in different grades, we felt that it would be rather risky to recommend transfers from one group to another. No transfer would be possible in the case of the high school group (Group 4), and none would be possible in the case of Group 1, since this latter contains only the youngest pupils, many of whom are entering school for the first time. The chief transfers, therefore, would be between Group 2 and Group 3 and we feel that the results may not furnish sufficient justification for recommending such transfers. My suggestion would be that you and your teachers study the pupils in Groups 1, 2 and 3 and that you make your own adjustments on the basis of all the facts obtainable in each individual case. The effort should be made to make each group as homogeneous as possible in the way of intellectual ability and scholastic achievement. You and your associates know so much more about each individual child than we do that it would be unwise for us to undertake these adjustments for you. You would wish, of course, to use all of the information available about each pupil, and the

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[1]Dr. Brown calls attention to the value of the following books in connection with mental and educational tests, and adds the addresses of various publishing centers from which testing material may be ordered:

Lincoln, Edward A. *Beginnings in Educational Measurement.* J. B. Lippincott Company, Philadelphia, 1927.

Terman, Lewis M. *The Measurement of Intelligence.* Houghton Mifflin Co., 1916.

Carroll, Robert P. *Fundamentals in the Technique of Educational Measurement.* Published by the Author, University Station, Syracuse, N. Y., 1928.

Wilson, Guy M., and Hoke, J. Kremer. *How to Measure.* MacMillan Co., New York, 1920.

Rugg, Harold. *Primer of Graphics and Statistics for Teachers.* Houghton Mifflin Co., Boston, 1925.

Addresses from which testing material may be ordered after securing catalogues are as follows:

World Book Company, Yonkers, New York.
Public School Publishing Company, Bloomington, Illinois.
Bureau of Publications, Teachers College, 525 W. 120th St., New York.
School of Education, University of North Carolina, Chapel Hill, N. C.
Dr. C. A. Gregory, School of Education, University of Cincinnati, Cincinnati, Ohio.

results of the psychological tests and achievement tests are to be considered only in connection with the other facts which you have been able to gather concerning each individual who is to be classified. In other words, all classification must be made finally on the basis of the judgment of those who know most about the individual concerned."

PROMOTION OF K. T. S. PUPILS, 1926-29

Following are the reports of the progress or retardation of each of the pupils in the school during the period covered by this study. They are given here in connection with the tests, because of the various possibilities of relationship between the two sets of facts:

PROMOTION OF PUPILS IN RELATION TO TIME SPENT AT K. T. S.

	At K. T. S. 3 Years	*At K. T. S. 2 Years*	*At K. T. S. 1 Year*	*Total*
Average promotion	31	9	51	91
Accelerated, 1 grade	....	1	....	1
Retarded, 1 grade	10	12	1	23
Retarded, 2 grades	4	1	2	7
Retarded, 3 grades	....	....	1	1
Not reported	....	....	1	1
Total	45	23	56	124

NOTE: This table includes the total number of pupils in attendance upon the school during the years 1926-29.

The degree of retardation found is not strikingly different from that found elsewhere. Nor is it difficult to match this among defective or indifferent children in the city, although the environmental handicap there is much less than in the mountains. It proved impracticable to get sufficiently accurate information from parents or children as to the exact ages at which the children entered school to be sure precisely how much of the retardation is to be accounted for in this way in every instance, but all available data have been considered.

CAUSES FOR RETARDATION

The usual causes for retardation, often aggravated here by mountain conditions, would probably explain a considerable proportion of the retardation. The present principal of Konarock Training School believes, however, that it has been frequently due to family moving, to the distance at which the children live from school, to short terms in the schools previ-

ously attended, to poor teachers, poorly equipped schools and in general to the attitude of the parents in allowing the child to be absent from school for almost any cause, however slight. Disregard of school attendance laws is an accepted fact in many places. Short terms in the schools which the girls have attended often make it necessary for them to continue two years in a grade. Also, mountain school children, especially if they belong to migratory families, may have had bad gaps in their school attendance, omitting whole years or making too little progress during a broken school year for it to count towards their promotion.

Sometimes, too, education has been abandoned or considered completed, and later resumed, with handicaps naturally resulting from the interruptions. That had happened to some of the girls at the Training School and the opportunity to attend a school offering advantages so superior to any that they had known before had persuaded them to make a new start and had surprised them by its results. The lack of discipline, as well as the lack of home understanding and encouragement of the child's school interests, was felt by the school principal to have been among the greatest causes of retardation among the girls at Konnarock Training School. None of these conditions is at all confined to mountain areas. They are primarily rural, but by no means entirely so.

In estimating the causes of retardation, account must be taken constantly, too, of the extremes of difficulty which the mountain child is apt to encounter in getting to and from school in the winter. Many of the children lived too far from the buses, too, to be benefited by the consolidation. For example, Fidelia and Flora, who live across the mountain, could have attended Joy Mill School, which operates a bus and could have given them better advantages than were available nearer home but for the fact that a bus is necessarily a horse-drawn carriage in the winter, because of bad roads, and can make only the slowest progress. It passed the D. house by 7 o'clock in order to get the children to the school for opening exercises. It supposedly had curtains, but they were inadequate in case of rain or snow. The girls' mother objected to their riding from before daylight until 9 o'clock and again from dismissal time until

Schools Formerly Attended by Some of the K. T. S. Girls

after dark, in a conveyance offering so little protection against the weather, especially as weather which was bad enough to make the road unusually difficult naturally necessitated more time in coming and going.

The following extracts from "autobiographies" of the children throw further light upon their chequered experiences in the process of education. These were written in the school year 1927-28:

"I started in school when I was nine years old and went

about three month. Then father and mother moved away and it was so far from school mother wouldnt let us go. I stayed with my sister and went one week. I didnt like to go to school and stoped. The next year I started to school and my uncle wanted me to come and stay with them. They said they would teach me at night. I went and stayed several months, Each night they would teach reading and spelling and arithmetic to me. The next year I went to school most all year. The next year I came to Konnarock."

Another writes:

"When I was about six or seven I began to go to school. After I started into school I did not want to miss a day. When it was bad days and I could not go, I used to cry about it. I was ready for the fifth grade when I came out here. My mother and father told me that I was to come to Konnarock Training School about three weeks before I started. Then I was real excited when we begin to prepare to come. I was so anxious I could'nt hardly wait for the time to come."

The third illustrates responsibilities often devolving upon young school girls, and at their heaviest in impoverished rural households. It recalls, also, the sketch of Fannie Lou and the responsibility pending for her:

"I started to school at the age of seven and got a double promotion in the 2nd grade. A few years afterwards when I was in the fifth grade my mother got sick and my sister and I had to tend to the cooking and keeping of the house."

This situation, possible anywhere, is naturally aggravated in rural communities, especially in the more isolated ones. In the next quotation, the broken school year and the shifting about appear:

"It was in the middle of the summer we came to grandma's in Darion, Virginia. We came back the Sunday before school started in Darion, but did not go to school until about two weeks after it had started. We went to school about two months at High School but changed into the grammar school."

Another extract tells the story of acute physical discomfort, as well as of the very short school terms:

"I started to school in a small one-room log school house, or a church rather being used for a school house. This was a very cold place in the winter. The floor had large cracks and part of the clay had fallen out. We would only have six months school, and later we only had four and five."

The parents' frequent attitude of bewildered indifference to their children's education is hardly to be wondered at, considering how meagre their own education is.

CHAPTER V

THE CURRICULUM AND RELATED SCHOOL ACTIVITIES, 1927-29—INTRODUCTORY

THE state curricular requirements have remained fully covered, although the curriculum has been enriched practically at every point.[1] The general tendency in making changes has been to emphasize textbooks less and activities more, and to stimulate the children's interest and initiative in undertaking parallel reading. Applying to special outside sources of information has also been encouraged, and a class in current events has broken ground for a much more active interest than had previously existed in the world beyond their own school and county; although the continuous effort in all the courses is to relate all instruction closely to the life which the children know.

In several classes, a textbook, covering the same field as that covered by the state textbook, but one better adapted to these children's needs, has been substituted; in others, the state text is used and supplemented by outside material from other textbooks, as well as by the magazines, papers, advertising matter, posters, state bulletins, and other material which is increasingly used in connection with most of the courses. Extra-curricular interests and activities are so closely connected with instruction in English, civics, arithmetic, home economics, music, religious education and other courses that it is often impossible, if not undesirable, to distinguish clearly between curricular and non-curricular activities. The effort to do this is not forced in presenting the curriculum here, and thus unity is fostered in every way in the school.

Curricular subjects representing definite courses of study

[1]Since the school continues to serve its own community as a public elementary school, this is a necessity; also the state course offers various helpful suggestions in addition to its required course.

include English, arithmetic, history, geography, civics, home economics, religious education, health and hygiene, and agriculture. Instruction in such cultural subjects as music, the beginnings of craft work and of dramatic work is related closely to the more formal courses and also to the social, religious, and recreational life of the school.

Throughout the school the effort is made not only to consider the curriculum as a thoroughly adjustable instrument for meeting the individual needs of the children and of their communities as they are, but to emphasize the essential unity of the curriculum for accomplishing that end. Thus, although broadly speaking, English is conceived of primarily as the means of making the children more articulate, the study of health and hygiene as giving them sound bodies and preparing them for standards of health, home economics and agriculture as making them better home and farm makers, and civics and religious education as stressing the development of character and citizenship, each of these types of instruction is recognized as intimately bound up with all of the others. The old pigeon holes or watertight compartments for separate study of school subjects are abandoned. History, geography, and civics are constantly correlated and according to general activities or special projects undertaken by the school, classes in home economics, English, health and hygiene, and agriculture join with these or in other combinations, to contribute what will best further the general objective in view. Techniques for such united effort have not all been fully developed as yet, and resources for the best results, whether information or other equipment needed, are limited by a small budget and in other ways, but the attitude has become thoroughly established, and its results are constantly evident.

After the school had had one year of experimentation with the changes recommended and the teachers had supplied the outlines of the courses, which are presented in the following chapters, these outlines were submitted to Dr. Fannie W. Dunn, the curriculum specialist in rural education at Teachers College, Columbia University. Her recommendations are distributed throughout the chapters describing these courses, be-

ing usually placed in footnotes, in order to keep them separate from the actual courses as operated in 1927-28. In reading the outlines of these courses it is to be remembered that many of Dr. Dunn's suggestions have already borne fruit in 1928-29, although it is impracticable to record in the report all changes made each year in a steadily developing curriculum. The courses and Dr. Dunn's recommendations are presented thus fully, both as a permanent record for Konnarock Training School, and as a possible aid to other mountain schools. The teachers in charge of each course have provided the outlines, and other textual material has been supplied by the editor, in consultation with the school principal, the teachers, and various cooperating technicians outside the school.

CHAPTER VI

HEALTH AND HYGIENE

The Fuller Health Program Under Way

The school has always been alive to considerations of health for the children and eager for an adequate health program, but the recommendations made to the principal at the end of the first year covered by this investigation did much to increase the emphasis upon these health considerations.

With the opening of the regular school year, 1927-1928, following these first recommendations, the program of health and hygiene began to receive from every direction the new and central emphasis recommended, a large part of the summer of 1927 having already been given over to tonsil and other clinics for community people, including local school children and their families. The broader health and hygiene program has, from the beginning, been furthered by many projects designed to arouse the interest and cooperation of the children.

This program, as gradually set under way, with the beginning of the school year, 1927-1928, includes the following features:

Physical Examination for Boarding Pupils
Physical Inspection for Day Pupils
Class Instruction
Health Projects
Community Health Work

Naturally all health activities are under the school nurse, who is a trained social worker as well as a trained nurse. She gives the physical examinations and teaches the classes in hygiene and home nursing, besides conducting individual conferences with the pupils and supervising the formation by them of such hygienic habits as care of the teeth or tonsils, and

takes account of other important considerations of health preservation or disease prevention.

PHYSICAL EXAMINATIONS AND INSPECTIONS, 1926-29

Although it proved impossible to give the more thorough physical examinations in 1926-27, because of inability to secure a qualified person to administer them, physical inspection records required by the Virginia State Board of Education were made. Also, the tonsil clinic held by the school in the summer of 1927 revealed fifteen of the children previously reported in the physical inspection of the previous school year as needing to have their tonsils removed.

In the school year 1927-28, the fuller examinations of boarding pupils were given, the schedule issued by the American Child Health Association having been used. The results of these examinations are summarized below, so far as they are likely to be intelligible to a lay reader. Facts to note are that slightly more than half of the girls were underweight, the amount of underweight ranging from five to nineteen pounds, and that there was little evidence of heart trouble, but that about one-fifth of the girls either had lung trouble or were in danger of having it. The dental showing was creditable, probably because of dental clinics in the previous summer and because of the general care taken by the school in the matter.

HEALTH DATA FOR THE 31 GIRLS BOARDING AT K. T. S. IN 1927-28

Condition of Heart		*Lungs*		*Weight*	
Good	8	Good	8	Normal	9
O. K.	17	O. K.	12	Under	17
Normal	2	Normal	2	Over	5
Slight mitral murmur	1	Fair	1		
Slight mitral regurgitation	1	Defective	6		
No report	2	No report	2		
Total	31	Total	31	Total	31

Tonsils		*Teeth*		*Nutrition*	
Good	4	Good	12	Good	2
Normal	1	O. K.	1	No report	29
Removed	15	Fair	9		
Fair	1	Bad	9		
Bad	10				
Total	31	Total	31	Total	31

Spine		*Posture*		*Sight*	
Normal	2	Good	5	Normal	4
Negative	1	Fair	1	O. K.	1
Scoliosis to right	1	Poor	3	Corrected	8
No report	27	Stooped slightly	1	Impaired	1
		No report	21	20/20	15
				20/30	1
				Blind in one eye	1
Total	31	Total	31	Total	31

Hearing		*Abnormalties*		*Present Disease or Ailment*	
Normal	21	Defect in speech	1	Earache	1
Slightly below normal	1	6th finger on left hand	1	Suspicious T. B.	1
O. K.	1	None	29	No report	29
Impairment	5				
No report	3				
Total	31	Total	31	Total	31

In the school year, 1928-29, careful medical examinations of boarding pupils and physical inspection of day pupils were made during the opening week. These data were recorded and filed in the case study folders for each pupil. Much of the information gained in this way has been used in making physical corrections and adjustments during the school year, although it proved impracticable to include any of the details of these examinations in this volume. Many other health activities of this year were of the sort carried on each year, but this year brought serious health emergencies. During the summer, one of the basement rooms was equipped to be used as a dispensary. This equipment and the work in 1920 cost approximately $500.00. The school year was hardly more than well under way when scarlet fever developed and continued in some more immediate after-results until nearly Christmas. Influenza followed close upon this and profited naturally by the weakened condition of the children. Signs of heart trouble appeared in several instances as a result of the scarlet fever. Items cited here from the principal's annual report suggest the seriousness of these two periods of illness in a school where the usual health record is excellent:

Doctor bills	$715.28
Drugs and supplies	122.31

Below are summarized health activities or services performed by the school in the year April 1, 1928-March 31, 1929:

46 Patients taken to tuberculosis clinics
32 Patients taken to dentists
32 Tonsil operations
19 Children fitted with glasses
110 Typhoid immunizations
21 Smallpox vaccinations
103 Surgical dressings, first aid, etc.
27 Children excluded from school on account of communicable diseases
33 Cases scarlet fever treated
29 Cases of influenza
1 Orthopedic examination and operation
33 Medical examinations
64 Physical inspections according to State Board of Edution health requirements
90 All school children and Vacation Bible School children weighed and measured

HYGIENE CLASSES

Different parts of the body and their functions are studied, as are also certain diseases, for giving practical explanations and suggestions. Much attention is given to first aid methods. No textbook is used. The state text has proved unadapted to local needs, but state health bulletins are drawn upon as needed.[1]

Physical education is a part of the work of the department of health and hygiene and aside from classroom work in the subject is carried forward by gymnastic exercises and special projects, with necessary instruction in such matters as correct breathing and corrective posture exercises. It leads directly into recreational activities especially those of an outdoor kind, such as folk dances or outdoor games. The children develop the program.

[1]Dr. Dunn suggests minimizing the study of disease as tending to produce depression but studying a few common diseases of the community. This is in harmony with the purposes of the class. Dr. Dunn suggests also some caution against weakening the spiritual emphasis by undue stress on health. Safeguards in this direction are presented in the chapter on *Religious Education and Character Building*, pp. 125-129.

HOME NURSING

This work is given in the most practical way, based upon the nurse's knowledge of the children's home conditions, and of practical ways of improving these. She teaches them how to bathe and dress a baby; what to do in case of accident; how to prepare food and serve it to a sick person; how to take temperatures, and so on.

HEALTH PROJECTS

Following is the children's account of the chapel exercises of the school during Health Week, the daily programs each day being in charge of different pupils representing the different groups:

"December 12 to 16 was Health Week. For our regular Chapel Service, we had Health Programs given by our Hygiene classes.

MONDAY

The first morning of our Health Week, Everett Chambers was our leader in Chapel. We had a play "How to Take Exercise." Two papers were read by Vivian Cardin and Viola Cale.

VIOLA CALE.

TUESDAY

Margaret Davis was leader on Tuesday. The children of Miss Umberger's room gave a play "A Visit To the Health King and Queen." The Health Fairy took all the boys and girls who kept the health rules, to see the King and Queen. We decided we would like to keep our rules so we could be strong and well.

NANNIE AKOR.

WEDNESDAY

On Wednesday our program was on First Aid. Our leader was Minnie Harmon. Nannie Akar told us what first aid was. Margaret Davis told why we should know about First Aid. We had a play "First Aid" which showed us what to do in case an accident happened while we were out in the woods. (It showed the cutting of an artery, fainting, and a broken leg. It was a little experiment showing what to do in case no doctor was near.) It was very interesting and helpful.

EDNA HARMON.

Thursday

On Thursday morning of our Health Week Miss Lizzie Umberger's children gave a little play "Old King Cole." The health fairies brushed his teeth, washed his face, and combed his hair. Hazel Blevins said Little Miss Muffet, a health speech. Maud Keller was leader.

Maud Keller.

Friday

Friday morning Fay Woods had charge of our Chapel Services. Miss Wilkin told a story about Theodore Roosevelt. During the week the girls and boys had made health posters. They were handed in every day at four o'clock. The prizes were given Friday. The winner of the first prize was Minnie Harmon, second Margaret Davis, third Letta Pennington, from Miss Wilkin's room. The first prize in Miss Umbarger's room Edna Gentry, second Effie Adams, and third Darrell Faircloth.

Ruth Moretz
Mattie Mae Bird."

The girls who are not patients in the tonsil clinic occurring at the end of the school year act as assistant nurses for those who are. They prepare the rooms and, after the operations, one assistant is assigned to each room with the care of the three patients located there.

The hot lunch for day pupils is another health project. This is described in some detail in the chapter on home economics work.

School Aids to Community Health

The principal's report to the board of trustees in 1929 recommended that the school cooperate in the state sanitation campaign by first sanitating somewhat more thoroughly its own property and the properties it rents, so as to be then in a position to assist and direct similar work in the most effective way in its own community. The recommendation was referred to the treasurer of the board. The school is already unique throughout that area, however, for the provisions which it makes in the interest of health and hygiene.

The principal recommended also that clinics be emphasized in the summer, as usual, including those for tonsils, child

welfare, dental work, toxin-antitoxin, typhoid, smallpox and others. These have been found to combine most successfully with the vacation Bible schools held at the school in the summer. The recommendation was favored so far as might prove practicable.

Many people are taken by the school and community nurse to hospitals and dentists, and such health supervision as time permits is given in answer to special need. Naturally time fails for meeting even all of the urgent needs. A large proportion of the 525 community visits reported for the past year by the principal in April, 1925, were by the nurse and were in the interest of health and hygiene.

THE PUPILS AS PARTNERS IN THE HEALTH ENTERPRISE

The complete cooperation of the school faculty in promoting health standards and their success in making the pupils themselves real partners in the health enterprise has gradually resulted in a thoroughly vital enjoyment on the part of the children of the health program.[1] A keen desire to be a "five pointer," meaning by this, to pass the physical tests set up by the state for eyes, ears, teeth, heart, and weight was discovered among the children by the editor during a visit. This fact in itself largely abolishes the necessity for discipline or persuasion in connection with such disagreeable processes as dental work or tonsil operations. Undoubtedly this attitude has been created by the constant interpretation to the children in their own terms, of the values of health, and especially by encouraging them to be interpreters of these values each to the other, through the plays, songs, dances and other devices into which they enter with so much spirit. Combining the recreational and other pleasure features with the health pro-

[1]Dr. Dunn calls attention to suggestive resources for a health and hygiene program to be found in the following outlines developed in the Rural Experimental School Series, Teachers College, Columbia University:

Hygiene Curriculum: Grades I, II, III, Form 382.

Food and Water, Form 406.

In the first of these a course for the three years is outlined, suggestions for group meetings, picnics and excursions are made, citizenship objectives and those in conduct and attitudes are defined, "health books" to be kept by the children are recommended, major health practices which should be inculcated are listed, toilet rules are stressed, and miscellaneous activities are suggested. In the second, what to eat, how to eat, when to eat, drinking habits, table manners, and activities of various kinds in relation to food are suggested as topics for study and activity.

gram has done much to win their enthusiasm, and the fact that the May Queen is chosen from the "five-pointers" gives the supreme touch to the desirability of being one. At the end of the school year, 1928-29, the May Queen judges had more than three times as many candidates to consider in 1929 as there were in 1928, the number having advanced from five to sixteen.

CHAPTER VII

SOCIAL AND RECREATIONAL ACTIVITIES[1]

CONSIDERING their geographic isolation, the children have a variety of social opportunity, particularly as this is promoted through simple social observances of many kinds. Even the birthday celebrations, when the honoree sits in the red birthday chair and receives the favors of the day, are numerous enough to bring many relieving ripples in the day's routine, and few of the seasonal or other opportunities for special celebrations are ignored. Also, there are numerous visitors at the school from the outside world and the children are quick to respond to their opportunities as hostesses for these. Relating itself to the community is a phase of good citizenship which the school is able to illustrate increasingly as its own program is enriched and offers more and more activities of a sort likely to interest the community. Clearly this has been almost as beneficial to the children resident at the school as to the community, not only giving them outside audiences to which to accustom themselves in their many kinds of chapel programs but accustoming them to serve these neighborhood guests in a variety of other ways.

They are trained as ushers for public occasions, and an observant house guest attendant upon a church service or Sunday school, or other chapel entertainments, notices watchfulness among all of them to help with the fretful baby, arrange for extra chairs, pass the hymnal, or meet any other problems that may arise without waiting to be told. As often as is practicable they serve simple refreshments at the end of their more festive evening entertainments which include the com-

[1]This section should be considered a constituent part of the report on civics instruction and projects.

MAY DAY

munity, and they help in other ways in promoting the more social enjoyment of their guests.

This contact between the children and the community is illustrated by the Thanksgiving celebration designed both for the community and for the school, by the Christmas celebration to which the adults in the community themselves contributed a play in 1927, by the May Day celebrations and others.

One of the children taking part tells the story of the May Day Pageant in 1928:

"The program opened with the appearance of Everyman,

his wife, Everywoman, and Everychild, who are walking on the green. As they go, they meet the spirit of Health, sent out by the May Queen to gather to her court all health elves, maids and fairies, to tell of the good services which they have performed. Learning that Everyman and his family are themselves interested in better health, the Spirit of Health invites them to the Queen's court to observe and learn new health rules. The family arrives in time to see the Queen's procession.

Four Heralds, in "velvet" cloaks, announce the Queen's coming. The Queen's attendants, dressed in delicately beautiful colours and carrying garlands of wild flowers and ribbons, next appear, followed by the maid of honor, dressed in pink, carrying a bouquet of violets and wild phlox. Now comes the Queen, very lovely in white, her court train, embroidered with wild flowers, carried by two little ladies in white, and she carries apple blossoms and woodland flowers upon a pillow.

As soon as the Queen is seated upon her throne, which is beautifully decorated with dogwood, her coronation takes place. The Spirit of Health then announces the elves, maids and fairies, who appear in the following order: Cleanliness, Oatmeal, Play, Posture, Gardeners, or Vegetable Growers, Fruit, Milk Maids, Rest, and Fresh Air Fairies. As each group appears, they dance before the Queen, tell of the kinds of service they perform, and all except the Fresh Air Fairies take their places about her throne. These last dance around the May Pole until the Heralds announce that the Queen is ending the festivity, and summons all present to be ready to attend again next year."

The following informal account of the celebration in May, 1929, is taken from a letter written from the school at that time:

"Everybody was excited over the May day festival, which came Saturday afternoon. The students had voted secretly for the queen and her maid of honor, both of whom were chosen from the sixteen girls who had the best health record. At supper Friday evening the principal appeared in the kitchen door with a bag on her arm. She opened the bag and out jumped a cat showing the name of the queen and her attendant. The queen looked pretty in her white dress and train embroidered in wild flowers. The children had a great time playing games and dancing before the throne. The boys had their turn at leap frog and somersaults."

In general the religious organizations to which they belong, their dramatic and musical entertainment and the variety of

daily chapel programs and activities foster the collective social point of view and make for individual ease and cooperation. Social training in the sense of the amenities of human intercourse comes incidentally with these and other school experiences, and is helped rather than hindered by the fact that the element of positive service is usually involved. Serving outdoor supper Sunday evening with the role of hostess added, the preparation by the boarding pupils of luncheon for the day pupils, and the fact that the girls who do not have the walk to the village high school prepare the luncheon for those who do, are simple instances of the social point of view cultivated in all practicable ways.

One of the issues of their school paper gives this news item: "On Golden Rule Sunday we ate the same kind of food that the Armenian children do, instead of our regular Sunday dinner. We had bean and potato soup, butter and crackers. Other Sundays, we would have meat, gravy, potatoes and some other vegetables, bread, jelly and desert. We saved five dollars on our dinner. That would take care of one child for one month in Armenia. We added this money to the Sunday School offering. In all we sent $13.82 to help those Armenian girls and boys."

Recreational Activities

These could be grouped variously with health and hygiene, aesthetic interests and activities, dramatic activities, music and simple artistic expressions; or treated separately, with special reference to such more general amusements as outdoor and indoor games, walks, and picnics.

The school's aims are first to develop a normal amount of impulse to play and then to create out of a simple mountain background as many resources as possible for wholesome interesting recreations. The children are left to themselves in their more usual recreations, as soon and as far as they are equal to directing themselves, but they need always to have the range of such interests enlarged, and to be encouraged in developing intiative. In spite of all of their earlier repressions,

THEIR OUTDOOR GAMES ARE SIMPLE

they learn surprisingly quickly, however, how to respond to a recreational atmosphere.[1]

Various holiday celebrations have already been mentioned. One of the children thus describes a Hallowe'en party given by the school:

"October 31, 1927, Konnarock Training School went on a

[1]In order to avoid repetition, the reader is referred here for the recreational interests of the children to the following chapters:

For plays and pageants—
A. *Religious Education and Character Building*, pp. 125-29.
B. *Health and Hygiene*, pp. 111-18.
C. *Music, Art and Dramatic Actvities*, pp. 178-81.

For music and art activities—
A. *Music, Art and Dramatic Activities*, pp. 178-81.
B. *Religious Education and Character Building*, pp. 125-29.

Hallowe'en party. We went where the witches, elves, and all kinds of spooks live. The witches and their friends were burning a large fire. They did not like it at all because we went to see them. They got brown sticks and all kinds of things and tried to run us off, but we didn't leave.

The Training School took all kinds of good things to eat. When the witches found out that we had something good to eat, they began to be so friendly that they sang for us. They danced and told a few jokes. We gave the poor old people

A Picnic Afternoon

something to eat. On our way back home we saw Mr. Spook sitting on some kind of a barn rattling rocks in a tin can. We saw two more spooks sitting on our front steps when we got home. The funny people at the bonfire came home with us. We were very much surprised to find out that they were Training School Girls. Hallowe'en is the time to have fun."

The festival occasion to which the children themselves attach the most importance is the May Day celebration, especially the crowning of the May Day Queen of Health, interest being heightened by the uncertainty until the last moment as to which will be queen.

CHAPTER VIII

RELIGIOUS EDUCATION AND CHARACTER BUILDING[1]

THE religious education which the pupils at Konnarock Training School receive is both technical and personal, and is almost equally concerned with group work and with individuals. It is developed through class instruction, through various kinds of activities for groups and for individuals, and through a variety of influences making for personal development of a spiritual sort. Members of the faculty must be Lutherans, and a firm hold is kept upon the Lutheran religious observances, as well as upon Lutheran types of young people's organizations. This is more or less natural, since the school was founded and is maintained by that denomination, but other denominations are fully respected, and there are many Baptists among the children, along with a much smaller proportion of Methodists. No touch of religious intolerance is apparent in the consistently Lutheran program, pervasive emphasis being upon a spiritual attitude and its expression in daily life.

The religious instruction is carried forward by thoroughly modern methods under the direction of a well trained leader, who is also the teacher of home economics.

BIBLE STUDY

This is required of all pupils and combines class work and activities. The classes meet daily and modern techniques in religious education are followed in making the study effective. There is a marked and apparently a strikingly successful effort

[1]It is not within the province of this study to emphasize the work of any religious denomination, and those directing the study are unaffiliated with this denomination. It is obviously important, however, in the picture of the school as a whole, to describe the religious education of the pupils as one of the forms of training which it is providing, and to speak of its general effect upon the pupils, both collectively and individually.

to make the course practical in relation to the children's religious ideals and daily lives, and informative and cultural as well. All usable resources from other departments of study, as well as project work, are utilized to make the study vivid and vital. English, composition, modern and earlier history, geography, hygiene, dramatics, story telling, recitation, character study, picture study, and other interest devices are drawn upon, and direct memory work is required.

Character Building and Religious Life

Emphasis is placed upon the principle that the beginning of religious training and of character development belongs in the home, and upon developing naturally among the girls practices and influences which the school considers sound, and which are interpreted to them by suggestion and example rather than by didactic methods. Special care is taken to encourage straightforwardness and cooperation.

The more definite religious life of the day begins with chapel exercises which include both religious and secular features. The children participate in many ways in the religious and other exercises there and, although guided as to forms of participation, are never drilled. Special subjects are followed there for periods of one or two weeks, and occasionally for longer ones. A month was given in the school year, 1928-29, to becoming acquainted with Mexico through stories, exhibits, and other aids, and at the end the children took an offering to buy a Bible for a Mexican school. Each day a story is told in chapel by someone, a pupil, a faculty member, or an outside speaker. The children offer prayers, contribute musical selections, and participate in other ways. Blessings are sung at meals, often with one of the children leading.

Family prayers are held in the evening, and are sometimes conducted by the girls themselves. Sentence prayers, offered by them individually, are their favorite form of participation.

Religious Organizations in the School

The young people's Lutheran organizations, suitable for ages represented at the school, are under the supervision of the di-

rector of religious education. Much care is taken to allow for individual initiative.

The Light Brigade

The Light Brigade is the organization for the younger children of the school and community, and is meant to teach them participation in religious services and activities, besides giving them information about missionary work. Through it they learn of children of other lands and develop much affection for them, as well as a practical interest in helping them within their own small range of possibility.

The activities of this group is thus described by one of its members: "There are about forty children on the roll. We have three periods in our meetings. The first period is the drill period, when we have songs or prayers. The next one is the worship, in which we use the things that are read. We also have a story. The last period is a work period. We are going to give our money to help keep 'Little Star,' a little girl in India, in school and also to help buy milk for babies in Porto Rico. We like Light Brigade very much."

Luther League

This is for older children and, as is true of the Light Brigade, includes community children as well as boarding pupils in its membership. It corresponds to the Epworth Leagues, Baptist Young People's Unions, and similar organizations of other denominations, and admits of a variety of religious and related interests, local and otherwise. It provides training for the children in planning and carrying out programs and forms of service helps them to work together in committees, and gives them practice in presiding and public speaking, and in developing a meeting around a single theme. An instance of such a meeting, where the impulse to participate was universal, was one held on Mother's Day in May, 1929, when practically every girl of the thirty-odd present, told stories illustrating the mother's devotion and influence, or read single paragraphs or even single sentences bringing out ways in which children are in-

debted to their mothers.[1] One of the children gives this description of a meeting of the League: "The beginning of this year there was a meeting held to elect officers. Different girls lead the meeting. The social committee plans all the social meetings and Saturday parties. The program committee plans all the programs. The president makes a talk every Wednesday night. All the officers of the Luther League meet every Saturday night after supper to talk about what we could do to make our Luther League better. We also plan the meeting for the next time. We had one Luther League last year to which we invited the community people."

Church Services

These consist of daily chapel service, Sunday School and as frequent a preaching service as proves practicable, although no regular provision can be made for it. Summer offers largest opportunity for the preaching service, since theological seminaries release students then to become student pastors, who minister to a group of rural neighborhoods. Besides such help, the school is aided at times by an itinerant Lutheran mission worker, as well as by occasional visiting preachers from a distance.

The school provides special religious services for Easter, Thanksgiving and Christmas. More recently a mountain Sunday evening service with stereoptican slides of Bible history and stories has been arranged and has been well attended by community people, besides promoting the religious education of the girls.

The church and Sunday School services and all special religious celebrations are open to the community and constitute a community asset which, judging by attendance, is much approved.

The Sunday School

This is organized along modern lines as a model organization for teaching the girls how to conduct or assist in Sunday Schools in their home communities, and teacher training is

[1]This was attended by the writer. Only girls were present.

a part of its program. After they have completed other necessary training, the older girls teach in the primary department. Both the community children and those resident in the school take part in the general exercises of the Sunday School, telling stories, contributing "special music," and so on.

VACATION BIBLE SCHOOLS

These are held by the teachers in as many mountain communities as possible, and along with the service to the community, provide the Training School girls with supervised practice. Those who have become leaders in the Luther League and Sunday school are apt to be chosen to take charge of the younger children, telling them stories, showing them pictures, etc. Others who have had this practice conduct such schools alone. The programs for these schools are broad. The mornings are given over to classes, stories, hand work, recreation and other activities for the children, and the afternoons to home nursing, cooking and sewing classes for the older people, with the evenings for Bible study.[1]

[1]Dr. Fannie W. Dunn, whose editorial comments on the Konnarock Training School Curriculum are scattered throughout this section of the study, urges the continuance both of the cultural study of the Bible and of the character forming activities.

CHAPTER IX

ENGLISH

English the Basic School Subject

The instruction in English is recognized by the whole school as providing base, and background as well, for other study, and even for much of the practical work, since it facilitates oral and written expression and works to develop habits of intelligent reading. All departments of the school draw upon its resources for promoting school sentiment and for spreading information through chapel program features, or the school paper; and the children's plays, pageants and certain other forms of entertainment are especially under its direction.[1] The primary work, covering the first three grades is given elsewhere for all studies, including English.

Group IB: Grade III[2]

No textbook is used and the study is divided as follows:

Sentence Study. The four kinds of sentences, with simple names, telling stories already known; reading simple stories and then telling them; listening and then telling a story after it has been read; telling of pets; telling how to play games; telling how to do certain things; telling how to make simple familiar things; describing other children; describing pictures; and telling a story from a picture.

[1]The grasp and adaptability shown in shaping the English work is apparent throughout this section of the book and throughout the school program as a whole. Suggestions made by Dr. Dunn are found attached to sections involved. Her general comment upon the work of the department was that it was good.

[2]Although close correspondencies between groups and grades of the traditional sort is purposely avoided, the approximate relationships are indicated in these chapters whenever practicable.

WRITTEN WORK. Writing a story or game or giving directions for doing something with material provided; written sentence work; writing notes of invitation and of thanks, and longer letters; playing "I am a bird" or "I am a turtle," or some other animal, and writing what each does; written compositions on such subjects as: *The Little Red Chair,* which is given to the school for the birthday child, *My Happiest Day,* or *A Day Everything Went Wrong.*

POEMS MEMORIZED. Stevenson—*My Shadow, Bed in Summer, The Cow, The Wind; The Bible*—Twenty-Third Psalm, the Twenty-Fourth, and the One Hundred and Twenty-First, the Easter story, the Christmas story, and the Beatitudes; Tennyson—*Sweet and Low* and *Sleep, Baby Sleep;* Jelliffee—*Clovers, A Thanksgiving Poem, A Christmas Hymn.*

SPEECH CORRECTIONS. I have seen—saw; I haven't any; the three 2's; come—came; ring—rung; took—taken; was—were; is—are errors as a special task and try to keep from using it either in speech or in written work. During one week, "ain't" was the special class enemy. The pupils gave it the title, "Mr. Ain't." Each day one of them wrote a report of his doings for the school bulletin board, and it was found that he connected himself with what was done or not done in matters of washing, ironing, sewing, eating, and various other everyday doings. The children were very much interested and since that time *"ain't"* is much less used than before.

MEMORY WORK. Tennyson—*The Throstle;* Ticknor—*Little Giffen of Tennessee;* Mayo—*Sons of the Flag;* Lanier—*The Song of the Chattahoochee* and *Ballad of the Trees and the Master.* Each child memorizes the spring poem that he or she likes best.[1]

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[1]Comments from Dr. Dunn follow:

1. Postpone the arguments as to why certain grammatical errors are errors.
2. Use *Heidi* as supplementary reading here.
3. Emphasis on the naming of sentences, except upon the fact that every sentence except a question is followed by a period.
4. Supplement topics in oral and written work with accounts of the children's own activities, arranged in the form of class records, diaries, school or class news, sheets, or stories.
5. Let the list of poems cited here for memorizing be a minimal one. Have a supplementary list for pupils who can do more.
6. Postpone the teaching of the "three 2's" until the need for them arises, thus saving confusion. The need will pave the way for the explanations.

GROUP IA: GRADE IV AND LOWER V

Note: The pupils in this class in 1927-28 have, with five exceptions, had fifth grade English in 1926-27. Text: *Smith McMurry Language Series, Book I.*

ORAL WORK. Telling stories, original ones as well as those read; describing people and things; giving directions; continuation of oral work in IB.

WRITTEN WORK. Sentence work, paragraphing, letter writing, business, friendly and social.

USE OF DICTIONARY. Study of word meanings, synonyms, etc.

SPEECH DIFFICULTIES. Was—were; is—are; saw—have seen; ran—have run; rang—have rung; I haven't any; ain't; "The reason is when"; hear—here; there—their; sit—set. Nouns begun; *name* not the word *noun* used.

POEMS MEMORIZED. Bible—*Beatitudes, One Hundred Twenty-First Psalm, Easter Story, Christmas Story;* Rands—*The Pedlar's Caravan;* Nesbit—*Your Flag and My Flag;* Carol—*Christmas Day;* Longfellow—*Hiawatha's Friends;* Rands—*The Wonderful Earth;* Hamilton—*The Chesnut Bur;* Wordsworth—*Daffodils.*[1]

GROUP IIB: HIGH GRADES V AND VI

Text: *Smith McMurry Language Series,* Book II, pp 1-166.
Oral Work with story telling, description, and explanation.
Parts of Speech and Paragraphs.
Study of Conversation in Writing.
Letter Writing—friendly and business sorts; real letters to real people written. Answers to these have been received.
Study of the Four Kinds of Sentences.
Choice of Words.

[1]Following are recommendations made by Dr. Dunn in connection with this course:
As far as possible, select for use here poems that best express the beautiful and spiritual in the environment. The following are good examples:
Hiawatha's Friends; The Wonderful Earth; Wordsworth's *March;* Thaxters' *Wild Geese;* Hajard's *Three Years With the Poets;* Helen Hunt Jackson's *September, October, Watching All Things, and Lie Down to Sleep;* Miller's *The Bluebird;* Phillip Brooks' *O, Little Town of Bethlehem.* Use this preferably as a Christmas song. This is a collection of poems intended by its author for grades I, II, III, but admirably adapted to this group.
Omit Wordsworth's *Daffodils.* It is somewhat too subtle.

THE SCHOOL PAPER. The subject for each article is assigned to three or four pupils; the editors select the best. It is corrected. The author recopies it and delivers it for *K. T. S. Laurels,* the school paper. One English lesson every two weeks is given over to this undertaking.

A LIST OF GRAMMATICAL ERRORS KEPT. From time to time, this list is studied. The pupils argue out for themselves the reason why a certain form of speech is erroneous. Each week they take the avoidance of one of these errors as a special task and try to keep from using it either in speech or in written work. During one week, "ain't" was the special class enemy.

MEMORY WORK. Tennyson—*The Throstle;* Ticknor—*Little Giffen of Tennessee;* Mayo—*Sons of the Flag;* Lanier—*The Song of the Chattahoochee* and *Ballad of the Trees and the Master.* Each child memorizes the spring poem that he or she likes best.[1]

GROUP IIA: GRADE VII

Text: *Smith McMurry Language Series, Book II,* p. 166 to end.

ORAL WORK. Examples of four kinds of composition given in talks; parts of speech continued; more technical grammar studied; work on school paper following the same plan as is followed in IIB; work on speech difficulties following the same plan as is followed in IIB; letter writing with real problems given.

SPELLING. No textbook. Assignments based on various standard word lists, such as the Ayer's Spelling Scale. Use of dictionary for study and choice of words.

READING AND DISCUSSION. Six books read and reports, either oral or written, given on these readings. Discussions, with some heated arguments over characters, plots, etc. Autobiographies. American authors studied, as far as time permits, brief stories of their lives being read. A selection from one of the writer's works or the whole work is read. Pace's *American Literature* used to give background for high school literature.

[1]Two comments from Dr. Dunn follow:
Postpone the arguments as to why certain grammatical errors are errors.
Use *Heidi* as supplementary reading here.

MEMORY WORK. The following poems or songs memorized: *O Beautiful for Spacious Skies, The Star Spangled Banner, The Ballad of Trees and the Master* and *The Blue and the Gray.* In addition to these, each pupil memorizes a spring poem.

READING IN CONNECTION WITH ENGLISH CLASSES, 1927-28

In connection with class work, the following books and magazines are being read aloud, entirely or in part, in classes in the school year 1927-28:

Forever Free
Ben Hur
The Other Wise Man
Heidi
Little Shepherd of Kingdom Come
Just David
Miles Standish
Good Poetry
Short stories and articles
Youth's Companion
The American Boy
The American Girl
National Geographic Magazine

Those given below are being required as parallel reading, according to the individual children:

Huckleberry Finn
Life of Franklin
Life of Washington
Little Women
Stories Every Child Should Know
Fables Every Child Should Know
Famous Legends
The Man Without a Country
Mrs. Wiggs of the Cabbage Patch
Tales from Shakespeare
Animal Stories
Penrod
A Child's History of England[1]

[1]Dr. Dunn's comments follow:
Make all the grammar functional in nature—i. e., taught because it helps understand the why of common usage and not taught unless it does so function.
Omit the historical study of American Literature. Spend the time on the author's inspired writings rather than on his biography. No American Literature text.
Instead of reading aloud to the pupils, have them do more supplementary reading. Provide an abundance of easy reading for the older children and additional reading for the younger ones.
Check the reading lists with Juman and Lima's *Children's Reading* or Washburne's investigation into the difficulty and enjoyability of various books on the different grade levels.
Postpone for high school: a. *Huckleberry Finn.* b. *The Man Without a Country.*
Continue to have poems like *The Seasons* written.

PUBLIC SPEAKING

Besides class exercises outlined, an increasing amount of training by experience is being given in making short talks, telling stories, leading a program, and in conducting a simple business meeting. Reports from the girls' home churches indicate that these experiences are a great advantage to them there in the church activities. Chapel speeches by the girls are designed as training towards freedom of expression and for leadership in their own communities. English composition work is made vital by giving a due proportion of the subjects to interests involved in other school subjects, such as home economics, or hygiene, and by connecting such writing with the practical experiences of daily life.

DRAMATIC EXPRESSION

Steady encouragement is given by the English department, too, to dramatic expression by the children, both in the writing and in the production of very simple plays. All the departments join in promoting this, but naturally the English teacher has an especially strategic relation to the undertaking. Most of the plays are given at holiday seasons, such as Thanksgiving and Christmas, or in exposition of health ideas or of other important subjects. The dramatic form is assumed to be a natural one for expressing their reactions towards various things which the children consider important, and so tends to make them more articulate, besides serving as an attractive medium in which to convey important ideas to them.

CREATIVE WRITING

Aside from the more regular instruction in grammar, literature, and composition, arranged in conformity with state requirements for elementary schools, the teacher of English is interested in stimulating the children's imagination towards oral expression in various ways other than in the classroom, and in various forms of writing, including creative writing, however crude their effort may be. With these ends in view, they are encouraged to think of English as helping them with all other subjects, and with many of the interesting things

which they would like to do and to know. Their attention is unobtrusively led to such realizations as that of the changing forms of beauty in the mountains and sky and the charm of nature through the seasons. Through such realizations they turn, crudely of course, to express themselves about nature, in verse or rhyme.

CHAPTER X

ARITHMETIC

THE requirements of the state board of education are met, but much is added, and the method is kept flexible. The children are taught through storekeeping, games and other kinds of make believe, the practical side of arithmetic. Some of the theoretical problems of the textbook are omitted and some changed, and use is made of common every day processes stated in common, every day terms within the children's range of experience and understanding. Special stress is laid upon mental arithmetic.[1]

The course of study, of which summaries follow, was given at Konnarock Training School in 1927-28. It was submitted during that year to Dr. Fannie W. Dunn of Teachers College, Columbia University, and various suggestions were made; also a suggestive syllabus was provided as a source of supply for supplementing the projects already being used and for developing the course in other ways. These suggestions and selections from the syllabus are added in footnotes to the school outline of courses of study.[2] In general, Dr. Dunn recommends for the course increase in the number of practical life problems, omission of all theory unnecessary in that connection and stress upon accuracy and upon a reasonable amount of speed in the more fundamental processes.

[1]This explanation was supplied in the school year 1927-28 by the teacher of arithmetic.

[2]The syllabus supplying many of the suggestions is entitled *Rural School Experiences Involving Numbers, Which Are Likely to Be Found in Rural School Children's Environment.* It was prepared in some connection with the rural education course 246M at Teachers College, Columbia University, with Dr. Dunn's cooperation, and belongs, as Form 373-375, to the Teachers College mimeographed series in rural education. Many other suggestions of value are to be had from Form 375 in this same series, bearing the title *A Suggested List of Experiences Involving Numbers in the Life of a Child in the Intermediate Grades in a Rural School.* Both of these outlines correlate valuably with the study of agriculture and of home economics.

ARITHMETIC COURSES

GROUP IC: HIGH GRADE III AND LOW GRADE IV

The textbook used is *Smith's Primary Arithmetic,* pp. 120-160.

Reading and writing numbers to 100,000; drills on forty-five addition and subtraction facts, and multiplication tables; addition and subtraction continued; long column addition; Roman numerals to 100, in connection with chapters of a book; short division and long division; playing store for quick and accurate mental work; and statement problems, such as: "there were 99 people at Sunday School last Sunday, 36 of them were children, 20 were Juniors. How many were men and women? If your arithmetic book cost $.54, your history $.87 and a tablet $.10, what did your books cost?"[1]

GROUP IB: GRADE III

The textbook is *Smith's Modern Primary Arithmetic.*

Counting by 2's, 3's, 5's, and 10's; reading numbers to 10,000; writing numbers to 10,000; reading and writing dollars and cents; reading and writing Roman numerals to 30; and reading and writing fractions—1/2, 1/4, 1/3, 1/5, 3/4, 2/3. Squares and circles of paper are divided into the fractions. Illustrative problems are: finding one-half and other simple fractions of a number, reviewing rapidly forty-five combinations, playing store for learning to add rapidly, to make change quickly, to find out what can be bought with a small amount of money; and, in general, how to spend money wisely. Rapid addition, subtraction, multiplication, utilizing short stories, both oral and written for practical applications; studying multiplication tables

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[1]Among recommended additions are:

Experiences	*Arithmetic Processes*
No. adults in family	Counting how many in family
No. children in family	Adding boys and girls, etc.
No. boys in family	Substraction—how many more of one than the other
No. girls in family	Measure—comparison
Height and weight of each	Counting—no.
Feeding live stock; mixing feed; number of hens, number setting, no. of different breeds, no. of roosters, chickens, no. of animals	Measure—Compare measure for feeding
Selling stock, poultry, eggs, etc.	Addition—all together
Harvesting:	Addition—how much
(a) Finding yield of each crop; total; yield per acre	Multiplication—cost
(b) Counting up the expenses; labor, shipping, insuring	Measure—dozen
	Denominate numbers; addition; division
	Addition; subtraction

from 1 through 7, 8 and 9, multiplication problems such as 634 x 6, 945 x 7, 576 x 3; division problems such as 4 divided into 489, 3 divided into 695. Simple statement problems based on known situations such as the following: if there are 18 children in our room, 22 in "Miss Lizzie's" room and 21 in "Miss Wilkin's" room, how many children are there in all? Simple denominate numbers as pts., qts., ft. and in. are taught by relations.[1]

GROUP IA: HIGH GRADE IV AND LOW GRADE V

Textbooks: *Smith's Primary Arithmetic,* pp. 160 to end, and *Smith's Advanced Arithmetic,* pp. 1-44.

Addition and longer problems; subtraction to seven places; review of multiplication tables; multiplication with three figure multiplier; long division continued; addition, subtraction of fractions, finding common denominators; simple multiplication and division of fractions; performing four operations with money; and denominate numbers continued for simple reduction, area and perimeter of rectangles and triangles, and continued statement problems of two steps.[2]

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[1]Supplementary experiences and processes recommended here from the outline provided by Dr. Dunn are the following:

Experiences	*Arithmetic Processes*
Gathering eggs; putting in crates, finding hidden nests of eggs	Counting by 2's, 3's Counting by 2's, 3's, 5's
Harvesting and gathering—bunching radishes and onions, etc.	Counting; adding number miles in all; multiplying—how much several gallons cost; using fractions for ½ mile, ¼ mile, etc.
No. miles to school; no. miles to store; reading speedometer on automobile; cost of gas	Denominate numbers—doz.; quart, lb.
Helping prepare meals; getting vegetables, fruit, etc.	Fractions—½ doz., etc.
Helping with milk, butter, churning, selling	Measure—recognizing pt. and qt., lb., U. S. money—making change
Play farm activities—plowing, harvesting, hauling, produce and selling it, running tractor, truck and auto	Counting—how many, how much Adding quantities of produce Measuring distances, wts., loads
Playing dairying—selling milk, butter, cheese	U. S. money—cost of gas. Amt. received and amt. spent—selling and buying
Play fair, circus, show, or any other social or community enterprise	Counting—how many; U. S. money—add fares, price of candy, gum, lemonade, etc. Measure in feet and inches—building for fair

[2]Supplementary experiences and processes recommended here are the following:

Experiences	*Arithmetic Processes*
The school fair	Division (doz., ½ doz.)
(a) Making tally cards, placecards, cookies	Addition, division (lb., ½-lb. boxes)
(b) Making candy	
(c) Making clay vases and trays	Evaluating, comparing, estimating
(d) Selling the articles made	Addition, subtraction, multiplication
(e) Finding the amount earned and recording in class fund after subtracting expenses	Addition, subtraction, division (among the different funds)
School exhibit at county fair—planning desired space	Denominate numbers
Nature study—purchasing an aquarium (size, etc.)	Denominate numbers

Group IIB: Grade V (Latter Part) and Grade VI

The textbook is *Smith's Advanced Arithmetic,* pp. 1-182.

Review of addition, subtraction, multiplication, division, and Roman numerals; four operations performed in fractions; study of denominate numbers for reduction both ascending and descending; four operations; such home problems as doubling recipes, finding amount of feed needed for stock; finding amount of oil and gas needed or used; practical measurements of areas and perimeters, volumes; problems of measuring for papering and plastering; decimal fractions; problems in furnishing rooms; problems in buying clothes. Catalogues are used in these connections. Each family usually has three or four of these, and the use of of them is the most practical process. Note: two girls entered the sixth grade of the Training School, from a three-room school. The IA Group at Konnarock Training School was eighty pages ahead of them and the IIB one was twenty pages behind them, because of the fact that the fourth, fifth, and sixth grades, according to the graded system, overlap with these.[1]

Group IIA: Grade VII

No textbook is cited.

The work includes review of addition, subtraction, division, and multiplication; percentage, with three problems, study of discounts, commission and profit and loss; interest, simple

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[1]Experiences and processes recommended here are the following:

Experiences	*Arithmetic Processes*
1. Decorating our room	
Buying material for curtains	Addition, multiplication
Painting furniture, purchasing paint, putty, turpentine	Measuring, addition Subtraction
Buying ferns for windows or buying receptacles, making window boxes	Multiplication Measurements
Buying rug for reading corner, vase, trays, pictures	Addition U. S. money, sale of tickets
Sending for art exhibit	
2. Purchases: Groceries, feed, clothing	Denominate numbers
Fuel—amts. and prices	Addition, multiplication Division, subtraction
3. The school garden	
Laying out the garden	Division, measurement
Buying—fertilizer, seeds, plants, bulbs	Adding, multiplication Subtraction, denominate numbers
4. The home garden plot	
How many sq. ft. does it contain?	Measurement
5. Sunday automobile trips	Expense, mileage, gas, etc. All fundamental processes
6. Laying a concrete walk at home or school	Measurement, sq. ft., etc.

and compound; insurance and taxes; problems needing consideration in material, cost and use; those in furnishing rooms, in every day expenses and in determining costs, profits and loss in the school plant, or mathematical questions in a poultry-raising project. In 1928-29 the class rented a closet in the home economics sewing laboratory to serve as a store and sold paper, pencils, tooth brushes and paste, some little piece material, candy, etc., to house residents. Paper money devised for such purposes was bought by the school for the children's use in making these purchases. This was earned by them in the performance of household jobs. Those in charge of the store kept an account of their expenditures, gross receipts and profits, as a class project. At the end, the principal of the school purchased the remaining supplies at a cost of $3. The store netted a profit of several dollars at the close of the school year. This was set aside for purchasing a gift for the school.[1]

[1]Supplementary experiences and processes recommended here are as follows:

Experiences	*Arithmetic Process*
1. A school entertainment	Measurement
Measuring curtains	Measurement, multiplication
Making costumes	Division, measurement, multiplication
Building a platform	Division, addition, multiplication
Finding net profits	Manipulation of U. S. money, discount
Proper spending of money earned	
2. Ordering supplies for schoolroom	Cost
3. Ordering repairs for schoolroom	
Finding diameter, circumference, etc., of stove pipes	Measurement and cost
Height of chairs to be replaced; size of window panes, etc.	
4. Planting	Cost and percentage of acreage for different crops.

CHAPTER XI

HISTORY, GEOGRAPHY, CIVICS AND CURRENT EVENTS

As far as proves practicable, the close relationship of these subjects is emphasized throughout the courses. The courses are outlined as given in 1927-28.

History

Much use is made in history work of newspaper and magazine articles with the objective of giving the children some realization of the world to which their small community belongs. Much time has been given to explaining happenings today which have historical value. The constant effort has been to make historical events live by reviving in the children's minds the moods of people who participated in these events or were strongly affected by them.

Group IB: Grade III

Textbook: *Primary History of the United States,* by Charles Morris. Plays to be written on events in early American history. Study of such books as *Hans Brinker, In Blue Bird Time,* or *A Study of the Indians.* Themes written on the lives of historical characters. Written work planned chiefly to enable the pupil to select important facts in the lesson[1]

Group IA: Grade IV

Textbook: *Primary History of the United States,* by Charles Morris. Compositions on the lives of historical characters.

[1]The emotional responses of the children to some of the historical events is often strong. The English treatment of America at the time of the Revolutionary War aroused great indignation, and the taking away of the charter from the people of Connecticut by Charles II led to an earnest protest expressed in a play.

Dramatic exercises as in IB. Reading similar to that in IB. The two groups, IA and IB, worked together until the early spring, when those of better ability were allowed to advance more rapidly. An attempt in IA to have the pupil visualize the events studied, by visualizing the attitudes of the people about whom they are studying.

Group IIC: Grade V

Textbook: *History of Virginia. Elementary History of the United States,* by Charles Morris. The *History of Virginia* was studied during the first part of the school year, but the work was not satisfactory, according to the teacher, who states that the textbook was entirely unsuited to children with so limited a vocabulary as these have, and also that the style of the writer is very difficult for the children to understand, thus depriving an exceedingly interesting subject of its best results in the classroom. A later change of textbooks brought better understanding and response. The children also read short, interesting accounts of the lives of the different patriots and have been much interested in these. The weekly class in current events connects closely with the work in history. Discussion and debate are encouraged in the class period.

Group IIB: Grade VI

The pupils, later divided into IIC and IIB, were together until their differences in ability could be studied. The work in the second of these classes was therefore the same as that in the first, except for the last three months of the school year. After the change, IIB advanced with greater speed. In contrast with the IIC group, the pupils in IIB are those of marked ability who would be in the fifth grade in a regular graded school, but who do sixth grade work and also those of the slower type who would do seventh grade work in a regularly graded school. This class could be redivided if time permitted. Outside reading and general interest topics are emphasized in its work, and there has been a decided linking of present day history with the past by its two groups.

GROUP IIA: GRADE VII

Textbook: *Our Republic,* by Riley Chandler Hamilton. Much time given to this and also to *American Leaders,* by Walter Lefferts, and to present day history. Class work was supplemented by work in civics.

GEOGRAPHY

GROUP IB: GRADE III

Work fitted closely to history work. Study of Dutch people in Holland when studying the Dutch in New York. Much interest in work. Many stories about boys and girls in other lands. Stories from *Everyland* for facts about the particular land in which the people being studied live. Learning how to recognize various animals and studying their homes and habits.

GROUP IA: GRADE IV

Textbook: recommended by the state board of education. Stories told in previous class reviewed. Puzzle maps made, and the shapes and general appearance of the continents studied. Outline work, in study of Africa, Japan, China and also of the Training School community. By way of illustration an outline of Japan would include such topics as the place itself; what the boys and girls wear; how they go to school; how one would earn a living there; the games and pleasures of the people; what they eat; hence the products, what they grow, and so on. The *Geographic Magazine* used for pictures and facts. The physical formation of the earth studied.

GROUP IIB AND IIA[1]

Textbooks: first and second books, as prescribed by the state course of study. Study for several months, of Virginia, chiefly by outline methods mentioned above and by map. Study of the school community area by maps, chiefly to give the students an idea of distances between places in that area. Start made

[1]These two groups have been taught together, but are recognized separately here in order to account for them.

with classroom and route followed, first to the county boundaries, and finally to those of the state. Many pictures used for visualizing places, objects, or people studied. *Geographic Magazine* used for both pictures and textual information, in studying different states and countries. Pictures and accounts of the places obtained from travel bureaus. Study of descriptions of manufacturing plants and processes obtained from these concerns. The number of associations thus increased in the children's minds and human interest stimulated. Usable information interesting to children provided by chambers of commerce.

Civics

The textbook recommended by the state used. Much discussion of county and city government, of the coming election, etc. Description of such places as Ellis Island, or the New York Times Building, given by teacher on the basis of visits. Papers written by pupils on such subjects as "Can the Citizen Determine the Health of His Community?" or "How a Citizen Can Help to Better Education in His Community." Correlation of civics with hygiene and other subjects.

The boys in the civics class were taken in the spring of 1929 to Wytheville, Va., to see the largest mink farm in the world, as well as a large fish hatchery. A group selected from the civics class prepared, in the school year 1928-29, a few typed issues of a class bulletin, entitled, *Work*. A copy of one of these issues follows:

All Work Is Honorable—*Slogan*

"Work" is published by a Civics Class of Konnarock Training School. We are putting into this paper a number of the things we have learned this year in our civics work. Won't you read all of it? We have learned that we have many helpers or servants. We have found out that we could not live without all the people in the world. In this first number we are thinking about our helpers and how we help those who help us.

OUR HELPERS

Our helpers greet us every morning. For breakfast we have cereals, eggs, bread, jam, coffee and milk. We are wondering how many people helped us to get our breakfast. Our cereals have come many miles from

the grain fields. Our hens laid the eggs. Mother picked the berries for the jam. Who cuts the wood? Who made the stove? Let us just think of wheat alone. First, a farmer had to prepare the ground, sow it, harvest it and carry it to market. After it got to the market it was put into trains by men and the engineer guided the train to a mill. Here it was handled by many other people. When it left the mill it was in the form of wheat in bags. Again the wheat took a ride. This time the grocery man had to handle it. What many, many helpers you have for your breakfast.

Years ago our parents use to make their own clothes. Now we have many people who make our clothes. The sheep gives us wool which may come from Australia, Egypt, or the United States. Here in our own Southland cotton is grown and changed into cloth by the many mills which are operated by hundreds of people. The silkworm and the men of China and France work many long hours to give us our silk. Over in Europe many farmers raise flax which is spun into linen for our use. Our clothes come from far and wide over all the earth. The cow gives us leather to make our shoes. The rubber tree in far-off Africa and South America gives out its sap for our shoes and boots.

The train, the taxi, the cars, and the trucks help us every day to bring in the things we want and the people we like.

A day cannot go by but what we feel that we are safe. Why? It is because of our great American Government which is working every day to make us happy and to keep us safe.

HOW WE ARE HELPING IN THE WORLD'S WORK

From our Konnarock community has gone lumber for homes and furniture. I wonder how long the street would be of houses that were built with Konnarock lumber. Many of us here have helped hundreds of people that we do not know and never will know.

The fruit which we give, either in apples or berries, feeds men and women, boys and girls in our surrounding states. We have labored to furnish them.

Our livestock has gone out across the mountains to help many a farmer in his work of feeding the world.

WHAT VIRGINIA GIVES TO THE WORLD?

Virginia leads every other state in raising potatoes, spinach and sweet potatoes.

Virginia ranks second among the states in the raising of peanuts and strawberries. Also in the value of forest products on the farm.

Virginia ranks third among the states in producing tobacco, apples and peas.

Virginia ranks fourth among the states in producing cabbage.

Among the Southern States Virginia leads in number of sheep and fowls on farms, percentage of farms with purebred horses and cattle, value of dairy and poultry products, value of livestock sold and slaugh-

tered on farms, value of cereal and hay crops, and percentage of farms having telephones and tractors.

WORK IS COMING AGAIN NEXT WEEK. WATCH FOR IT

CURRENT EVENTS

This course was introduced in the school year 1927-28 and belongs equally with history, geography and civics, if not with all other school subjects. The magazine, *Current Events,* forms the main basis for the reports and discussions, and the course is given by the teacher of history, geography and civics. The interest created among the children by the introduction of this course is very striking, appearing not only in reports of the teachers, but in letters and compositions written by the children themselves. Extracts quoted below from these illustrate such interest:

"Our current events are very interesting. Some one will give their report and then we will get to talking about something else interesting. For instance, one day a girl got up and told about the new dollar bills for the year 1928. We got to discussing about dollar bills. Miss Wilkin told us one way artificial bills could be found out. You could hold the bill up in front of you and see if it had silk threads running through. If it did not have them running through it, it was not good money. We kept on talking about that, while Miss Wilkin got some bills and we looked through them and saw the silk threads."

Another child comments:

"I am learning more of the outside world and of things that are happening in the world today. We learn most of this in a small newspaper which is called Current Events. We get this paper once a week. It is very interesting. It tells us of some of the most important things that are happening today. Our teacher assigns each girl a certain part to study and recite on next day. We all like it very much."[1]

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[1]The following suggestions, supplemented by provision of study outlines, were made by Dr. Fannie W. Dunn regarding ways of teaching history, geography, and civics:

a. Let Current Events furnish motive and purposes and be an organizing center for historical and geographical study. Therefore, incorporate it with history, civics, and to a considerable extent with geography as social science.
b. Do not confine study to United States history. Include some work which sets the history of our own country in a background of history of the world as a whole, in any case Western civilization.
c. Omit *Hans Brinker,* as being too vague and difficult.
d. Combine history and geography for group representing Grades IV and V as suggested in the syllabus summarized at the end of this chapter.
e. Combine by degrees social life and citizenship with geography and history.

SUGGESTIONS FOR HISTORY AND GEOGRAPHY, GRADES IV AND V

Dr. Dunn presents a suggestive syllabus for combining the teaching of geography and history with that of the industrial arts. Combination of these with civics also seems implied. The purpose of this course is to give two and three-teacher schools a study in which the actual life around the children, including the industrial life of the community and the nation, can be gradually unfolded as a substitute for the usual plan of devoting the time chiefly to biographical sketches and political events. The plan here should be worked out in as direct sequence as possible with the primary curriculum. The outline mentions many ways in which to interest the children in the three major topics—simple projects, neighborhood explorations and other vitalizing activities.

For reasons already given, the section of the outline entitled *Activities Suggested in the Study of Lumbering* is especially valuable for Konnarock Training School.

Another year's work for Grades IV and V relates county history to that of the nation and names the following major topics: travel and transportation, the story of cotton, home life in the state during the Civil War, modern industrial progress in the state and nation since 1875, and some interesting men and women of the state.

Projects suggested for developing this study include visiting a log house and then building and furnishing one of pioneer type, actual carding and spinning on an old, neighborhood spinning wheel, making candles by dipping, talking with old men of the community, reading stories of pioneer life, staging a quilting party to be given to parents, making properly historic costumes to be worn on that occasion, etc.

The outline closes with a project for studying one industry which operates widely in the state. It is suggested that the children make a list of all occupations and industries in the county, classifying and comparing them with those elsewhere in the state, as given in an encyclopaedia or in the state supplement to the textbook in geography. It is suggested too that information be sought from the state chamber of commerce regarding the leading state industries and that study be made

of some of the large developments of those industries outside the state.

Valuable bibliographical aids to this study, mentioned in the outline, are the following:

Evans' *First Lessons in American History,* from 1492 to the present, for Grade V. Shepherd's *Geography for Beginners,* studies in food, clothing and shelter; *Home Life in Colonial Days,* by Alice Earle Morse; *The Forestry Primer,* published by the American Tree Association, 1214 16th St., Washington, D. C.; and Brook's *The Story of Cotton,* published by Rand-McNally. Others are available in the outline.

OUTLINE GUIDE FOR STUDY OF EUROPE AS HISTORY AND GEOGRAPHY[1]

The outline provided by Dr. Dunn for this study emphasizes its applicability to the study of any continent. The sub-topics deal with Europe as a source of supply for American needs, as a market for American goods, as a source of immigration, as a place to which people of our own country might want to migrate, as a source of culture, as an interesting place to visit, as a cause of trouble to our country, and as containing people needing our help.

As one way of making the study of Europe vivid, it is suggested that it be approached through actual contacts with products or through clues to products of European countries, such as articles marked "Made in .....", household articles of use at home, and newspaper clippings about things being brought from Europe. Much attention is needed to the extent and kind of cultural debt which we owe to European literature, art, recreations, government, and language. Visit projects, the preparation of booklets on specific countries and much use of the *National Geographic Magazine* are among the suggestions made.

Suggestions prefixed to it by Dr. Dunn urge that the school environment be canvassed for suitable educative and potentially educative experiences, including those which can supple-

[1]No form number is given for this outline, although it is available through Teachers College, Columbia University, and has the title, *Europe: History—Geography.* The outline bears no author's name.

ment the children's present range of experience, and that suitable grouping of grades be worked out.[1] Resources of the county which are suggested as potentially educative include its physical features, its historical sites, its industries and occupations, means of transportation and numerous others which the teacher can supply. Major topics of interest suggested for use during one year's study are the past history of the county, the relation of the county to its state and to the nation, and the study in detail of one industry which is important in the lives of the children. Lumbering is suggested as a suitable occupation to study and is especially pertinent in relation to Konnarock Training School, not only because it has long been the prevailing occupation in that area, but because the near exhaustion of timber resources is bringing serious changes there at this time.

The outline cautions that, although the study of the occupation should begin locally, it should lead out into state, national and world relationships.

[1]This outline was prepared by Ann M. Shapard, Supervisor, Elmore County, Alabama, in 1927, in connection with the course, Education 246M, at Columbia University, Dr. Dunn cooperating. It is available through Teachers College, Columbia University, as Form 345, Geography, History and Industrial Arts (Grades 4 and 5). Some of the suggestions contained in this outline were carried out at Konnarock Training School in 1928-29, but it has seemed best to include here the essentials of the outline, as an aid to other mountain schools, as well as to this one, in the gradual development of such courses.

CHAPTER XII

PRIMARY DEPARTMENT

IT PROVED impossible to secure as detailed an account of the courses and projects used in the primary department as was available for the more advanced classes. This was probably in part because the course was less fully worked out and more in need of development, although the work had obvious values, and the same general policy and educational method which are described elsewhere in the study in connection with the advanced classes were in operation here. Also the primary department is a small one, and the majority of the children attending it are day pupils; but many of the cultural and practical activities which the school is developing outside the classroom are shared by these younger children. The course of study follows somewhat more closely than the advanced ones do the content of the suggestive outline of study issued by the Virginia State Board of Education, although using a considerable amount of freedom in adapting the material to the children and to their mountain environment.

CONTENT OF INSTRUCTION

Subjects required in the primary grades by the Virginia State Board of Education and included at Konnarock are arranged as follows: for the first grade, physical inspection, Bible, reading, seat work, arithmetic, story hour, phonics and writing. For the second and third grades, these subjects are continued and industrial work is added.

The primary teacher in charge in 1927-28 provided the following brief account of her adaptation of the state course for primary grades:

"The children of the primary department are learning, in

addition to the three "R's," and best substitutes for "ain't" and "hit" and "git" and similar phrases, something of their locality and country and the simple rules of health. This is taught by projects, games and stories, correlating with one another and with the three "R's." By means of sand tables, pictures in the *National Geographic Magazine* and other magazines, the children visit other countries and learn how other people live."

It is to be noted also, that although no specific reading or story telling or writing exercises are given as such, much is suggested in connection with experiences recommended. The readings and stories suggested by the state and those open to the children through other school relationships and experiences already include much material of this sort.

Since the primary children, especially those resident in the school, cooperate as the others do, in the health activities, Christmas, Easter and Thanksgiving celebrations, May Day festivities and various other school happenings, their range of interests and activities is constantly widened in this way beyond any set course of study.

The course, as outlined above, was submitted to Dr. Fannie W. Dunn, of Teachers College, Columbia University, who provided suggestive outlines for developing the primary work further and summarized her recommendations as follows: "Add music to the curriculum, including note songs about the children's activities and surroundings. Add environment study, including home geography, social studies, nature study and what you will. Incorporate into it a growing acquaintance with the people and their occupations, with plants, animals, insects, stories of stars, etc. In general, it was felt that the existing course was built too closely around the "3 R's."

Although the outline of primary work submitted by the school in 1928 fails to convey an adequate impression of what was actually being done there, and although this work was improved in 1928-29 by supplementing it in ways similar to those mentioned by Dr. Dunn, it has seemed desirable to include a new suggestive outline, either as a base or for supplementing the state course, with due regard in either case, to state requirements. This outline, which includes some preliminary explanations as well as actual content, is drawn directly from the

more extensive ones provided by Dr. Dunn, although some details are omitted.[1]

SOME IMMEDIATE OBJECTIVES IN PRIMARY WORK

1. Remedial, necessitated by deficiencies in pre-school experiences
   - Health
     - Habits of cleanliness
       - Of person and dress
       - In handling food
     - Habits of eating
       - Use of foods required for best growth
         - Milk
         - Green vegetables
         - Fruit
     - Habits of sleep
       - With windows open
       - Sufficiently long hours
       - In proper night clothing
     - Posture
     - Habits of elimination
       - Toilet
       - Use of handkerchief
   - Recreation
     - Active play with other children
     - Acquaintance with a range of fireside games
     - Encouragement of appreciative observation of environment
     - A fund of worthwhile things to do in spare moments alone
   - Citizenship
     - Common courtesies of friendly intercourse
     - Ability to give and take
     - Ability either to lead or to follow, or sometimes one, sometimes the other
     - Respect for rights of others
       - Classmates
       - Members of other classes
       - Playmates
     - Obedience to properly constituted authority
     - Orderliness with materials
     - Promptness
   - Practical efficiency
     - Oral English—ability to tell interestingly and easily of experiences worth sharing

[1]For Environment Study see "Rural Primary Work," Form 475; "Social Basis for Primary Curriculum," Form 472; "Social Studies in Primary Grades," Form 471, pp. 1, 2. "Arithmetic, First Grade," pp. 1, 5. Teachers College, Columbia University.

Correction of incorrect speech habits
Grammatical usage
Articulation
Control of number skills as needed
Control of reading as needed
To make use of memoranda and plans
To enjoy stories independently

THE SOCIAL BASIS OF THE PRIMARY STUDIES[1]

A. *The Social Environment to which the Rural Resident must adjust*

I. People
1. Immediate family: parents, brothers and sisters, other relatives in the home
2. Less immediate family: living in the neighborhood; living elsewhere
3. Neighbors: adult, child
4. More remote residents in the same community
5. Miscellaneous persons outside the community who for any reason are of interest or concern to the individual
6. Service agents or agencies
(1) Private; household help; farm help; merchants; transportation agents; producing agents (carpenter, blacksmith, miller, miner, etc.); health agents (physician, dentist, nurse); religious agents (pastor, Sunday school teacher, other officials); banker
(2) Public: local officials such as police, tax assessor and collector, U. S. Postal agents, agricultural agents, etc., school officials, board, superintendent, teachers, school physician and nurse; road supervisor; representative; judge
Miscellaneous officials outside the immediate community who, for any reason, are of interest or concern to the individual

II. Institutions and Customs
1. Family and family relationships
2. Moral standards: of the local community; of the wider community
3. Morals, ditto
4. Health practices: disposal of refuse, personal cleanliness, sanitary provision in home and community
5. The church and its various services
6. The school
7. The government, law and law observance

[1]The form number for ordering this outline from the Rural Education Series of Teachers College, Columbia University, is 472.

8. Miscellaneous economic institutions: banks, stores, transportation facilities, etc.
9. Recreational institutions: lodges, clubs, etc.

III. The Social Heritage
1. The mother tongue
2. Arithmetical computation
3. The arts of reading and writing
4. Accumulated knowledge to be found in books
5. Art accumulations: literature, music, pictures, etc., including song and story handed down orally as well as printed records

Finding that within his limited range the pre-school child can make adjustments to persons, to institutions, to customs and to social heritage, and that he is likely to make certain others growing out of acquaintance, conformity, control of persons, of ideas, of language and of physical self, explanation is given in the outline as to how this range of adjustment can be extended for him in the primary school period as a next stage in progress.

EXTENSION OF ENVIRONMENT AND INCREASE OF ADJUSTMENT PRACTICABLE IN THE PRIMARY SCHOOL PERIODS, GRADES I-III

Great extension of *personal contacts*,—to include representatives from most of the families of the community, and, potentially, all private service agents. Still only very minor and occasional contacts with most public service agents. Increased likelihood of interest or concern with persons outside the community, and increased contact through the art of writing.

Extension of institutional contacts to include the school, except in very unfavorable conditions the church, and extended experience with stores and transportation facilities.

Great potential extension of contacts with the social heritage through initiation into the art of reading, and through removal of the limitation of the possibly narrow, barren, or low standard home, as the only avenue of transmission of racial accumulations.

Besides advance in all types of adjustment possible to the pre-school child, there is now added beginning control of the reading art, resulting in greater independence and wider range

of suggestions, though not yet sufficiently developed for a large reliance as a source of information.

Since a major aim in the primary school period is to advance the child in his scope of adjustment to his world, social studies naturally become basic ones for him and the following plan is proposed for them:

SOCIAL STUDIES IN PRIMARY WORK[1]

General Inclusion. How people live and how what is has come to be, in so far as this is within the range of the children's immature stage of development.

Large Purposes

To sensitize the child to the social phases of the environment
To make the social environment more meaningful (Specify)
To develop inquiry and investigate activities therein
To help the child to use this environment for the realization of purposes congenial to him
To help the child to participate on both the work and play levels in the social activities of various groups in his environment (Specify)
To develop desirable social attitudes within the range of his social experiences (Specify)

MAIN LINES OF ACTIVITY

Observation
Excursion
Discussion
Representation by graphic or other means
Actual and dramatic participation

AFFILIATED ACTIVITIES IN OTHER FIELDS

Reading and Story

To extend the environment beyond the immediate
To extend the child's interest beyond the immediate environment
To give practice in vicarious experiencing

Creative Art

To clarify and enrich experience through expression

Art Appreciation

To enlarge and enrich experience through the artist's interpretation

[1]The form number by which this outline is to be secured from the Rural Education Department of Teachers College, Columbia University, is Form 373.

GENERAL PROCEDURE

1. Canvass the entire situation for potential experiences
2. Evaluate potentialities for their
   (1) practicability
   (2) appeal
   (3) leading—on values
3. On the basis of this evaluation, list desirable experiences among which selection may be made, and organize teaching helps adequate for ready use

A SUGGESTIVE LIST OF EXPERIENCES INVOLVING NUMBER SUCH AS ARE LIKELY TO BE FOUND IN RURAL SCHOOL CHILDREN'S ENVIRONMENT IN PRIMARY GRADES

I. HOME EXPERIENCES

A. Mainly observational or involving only minor participation

Life Contacts	*Experiences*	*Arithmetic Processes and Outcomes*
1. Pets	Interest in; feeding; counting; caring for such pets as cats, dogs, chickens, squirrels, pony, bird, opossum, rabbit, etc.	Counting; subtraction (how many more?); addition (how many in all?)
2. Family	No. adults in family No. children in family No. boys in family No. girls in family Height and weight of each	Counting how many in family. Adding boys Plus girls, etc. Subtraction — how many more of one than the other? Measure—comparison
3. Clothing	No. dresses, suits, coats, hats, shoes and other articles of clothing	Counting—no. of each Addition—no. in all Subtraction — how many more of one than another?
4. Time	To get up, to go for mail, to get dressed, to set table, to feed chicks, to bring in water, to go to school, time mail comes, time for meals, to retire	Telling time. Subtraction—how much longer it takes to do one thing than another. Addition—about how long it takes to do all? Fractions—half hour, quarter hour
5. Travel	No. miles to school; no miles to store; reading speedometer on automobile; cost of gas	Measures—miles. Counting. Adding—no. miles in all. Multiplication — how much several gallons gas cost? Fractions — probably ½ mile, ¼ mile

6. Telephone	No. rings; no. telephones in community; telephone no.	Counting—no. of rings and no. of telephones in community. Recognition of telephone no.
7. Property	No. acres in farm; horses, cows, plows, pigs, cars, pets, etc.	Measures—acres. Counting—no. Addition—no. animals in all. Subtraction — comparison, how many more and how many left?
8. Garden	No. rows of corn, beans, tomatoes, potatoes, etc. Selling garden products. Picking berries and selling same	Counting — no. Addition — no. in all. Multiplication—U. S. money. Addition of U. S. money. Measures—quarts, pecks, perhaps bushels; pounds. Fraction—perhaps half bushel.
9. Orchards	No. apple trees, peach trees, pear trees, berry bushes, grape vineyard, picking fruit, selling fruit	Measure—bushels; 1/5 basket. Counting — no. Addition—no. in all. Subtraction—how many more? Denom. nos; making change; adding U. S. money
10. Finances	Selling price of eggs, chickens, tons of hay, lbs. of butter. Cost of things purchased for farm, household and personal belongings	Measures — dozens, tons, pounds. Counting—how much money received and spent? Multiplication—finding amount received. Subtraction — how much left? Fractions — probably half dozen, perhaps half pound

B. Responsible Work

1. *Household Duties*

Experiences	*Arithmetic Processes and Outcomes*
Setting table for family, for guests. Putting on right amount of silver, cups and saucers, etc., placing chairs, etc. Helping with dishes	Counting—how many? Counting by 2's. Addition—how many people, chairs, etc.? Multiplication — two spoons each Counting—how many? Time—how long time consumed?

Helping prepare meals; getting vegetables, fruit, etc.	Counting—no? Addition—no? altogether. Denominate nos.—dozen, quart, pound? Fractions—½ dozen
Bringing in fuel and water	Counting—how many? Addition—how many? Measure—recognizing sizes of containers. Fractions—portion of weight. Compare weight of sizes
Helping with milk, butter, churning, selling	Measure—recognizing pint, quart, pound. U. S. money—making change. Adding
Canning, getting and washing cans, jars, etc. Picking fruit, gathering vegetables	Measure — recognizing pint and quart, bushel and peck Counting—no? Addition—amt. Temperature—boiling
Helping with laundry, collecting clothing, getting clothes, pins, water in tubs	Counting—how many; how much?
Dusting, making beds, straightening up rooms	Counting—how many things? Time—when doing such work
Days mother does special work, washing, ironing, sweeping, baking	Time—days of week
Caring for baby	Time—recognize definite times
2. *Outside Duties* *Experiences*	*Arithmetic* *Processes and Outcomes*
Feeding live stock; mixing feed; number of hens, number setting, no. of different breeds, no. of roosters, chickens, no. of animals. Selling stock, poultry, eggs, etc.	Counting—no. Measure—compare measure for feeding Addition—all together Addition—how much? Multiplication—cost Measure—dozen
Gathering eggs; putting them in crates; finding hidden nests of eggs. Eggs used in home	Counting—a no.; counting a dozen by 2's. Addition—how many in all? Days of week—name them Subtraction—remainder?
Working in garden, planning rows, number of hills in row, number of seeds in one place	Measure—feet or paces. Counting a number. Counting for recognizing group. Time—season
Cultivating crop, hoeing, destroying insects, etc.	Time—season, hours, days. Counting—how many? Subtracting—remainder to be done

Harvesting and gathering, such as picking beans, getting ears of corn, picking berries, peas, bunching radishes, onions, etc. Selling produce	Counting—how much? Denominate nos.—quarts, pecks, dozen, ½ dozen Counting—number in groups U. S. money—change. Multiplication, addition, subtraction
Working in field, number of rows, marking field, using double shovel cultivator or 5 or 10-shovel cultivator. Carrying water to workers. Harvesting different crops; threshing; filling silo; picking cotton; baling cotton, etc.	Counting. Measure—recognize distances on marker; number recognition in groups Distance—½ mile, etc. Counting—how many? Adding—amt. Multiplying—U. S. money Measure—recognize 2-bushel bag, weight

3. *Recreation*	*Arithmetic*
Experiences	*Processes and Outcomes*
Playing with toys; bean bag; dominoes; bouncing ball; jumping rope; races, etc.	Counting, adding, subtracting, multiplying—keeping score and comparing score
Imitating life experiences—playing house, planning and building playhouse. Furnishing playhouse	Counting, adding, measuring
Playing store	Counting, adding, multiplying Measure—bushel, quart, pint, gallon Weight—pound U. S. money—making change
Play farm activities—plowing, harvesting, hauling produce and selling it; running tractor, truck and auto. Playing dairying, selling milk, butter, cheese	Counting—how many, how much Adding quantities of produce Measuring distances, weights, loads U. S. money—cost of gas, amount received, amount spent—selling and buying
Playing church	Counting no. present Collection. No. recog.—pages in book
Playing Sunday school Playing school	Time—days of week, time of day Measure—distance

II. SCHOOL SITUATIONS

A. Involving Individual Activities Experiences	*Arithmetic Processes and Outcomes*
Time to go to school, to begin school, to ring bells, to recite, to play, to lunch, to go home	Time—telling time
Helping take attendance	Counting—how many? Adding—how many in all? Subtracting—remainder
Reading thermometer; comparing temperatures of different days	Thermometer—reading
Keeping weather calendar, bird	Recognition numbers. Counting—dates, school days, play days
Helping prepare and pass various materials needed	Counting—how many? Measuring—wholes, halves, etc. Grouping
Going to and from school, walking or riding	Measure—estimate Time—length of time
Keeping health score card, weighing and measuring	Writing figures; using scales; using foot rule
Checking up seat work or finding errors made and comparing with correct work.	Counting—how many? Adding—amt. Subtraction — difference, comparison
Nature study, things observed, calendars, weather reports, seasons, snowfall, etc.	Counting—how many? Time—dates, months, seasons Temperature — reading thermometer Measure — compare sizes, amount snowfall. Addition — how much? Subtraction—comparison, remainder
Many kinds of seat work involving number. Finding pages in book	Addition, subtraction, multiplication, division, recognition of numbers, sequence of numbers
Running errands to neighbors, or to store, to get mail, to drive cows, etc.	Measure—recognize mile, roughly Addition, substraction, multiplication—buying and selling Counting—how many? Familiar U. S. postage Time—recognize hour of day

B. Involving Group Activities Experiences	*Arithmetic Processes and Outcome*
Organized games, as hide and seek, hull-gull, bean bag, ball games, jacks, ring toss, ten pins, hop scotch, races, blind man, etc.	Counting—keeping score Adding—amount Subtracting—how much more Multiplication—score
Learning rhymes, as Ten Little Indians, Three Little Kittens, Bee Hive; Hickory, Dickory, Dock; Hot Cross Buns	Counting—how many? Adding—all
Learning songs, as Muffin Man, Three Ships Sailed, London Bridge, A Hunting We Will Go; Baa, Baa, Black Sheep, etc.	Counting—how many? Adding—all
Dramatizing stories, as Little Red Hen. Ginger Bread Boy, Three Bears, The Town Musicians, etc. Planning for dramatization, selecting number of materials needed	Counting—how many?
Winter sports, as at home	Counting—how many?
Planning and making playhouse	Measuring—spaces. Adding—amt.
Making sand table problems Stories	Measure—parts. Addition—all
Play fair, circus, show or any other social or community enterprise	Counting—how many? U. S. money—add fares, price of candy, gum, lemonade, etc. Measure—building for fair
Travel, going to town, church, trip, excursion, school, etc.	Counting, adding—no. miles traveled Time—rate of travel Measure—gallon gas U. S. money—cost of gas Multiplication
Broadcasting	Time—time of day Dates—day of week
Winter sports, coasting, skiing, skating, making snow man, snow fort, etc.	Counting—how many? Adding—how many in all?
Nature—trees, birds, flowers, etc., observed at different times	Counting—how many? Addition—no. in all. Subtraction—how many more of one than another?

Community functions—"barn raising," wheat harvesting, corn shuckings, wood sawing or cutting and any other thing which the community people help each other do

Counting—how many helpers from each family? Adding—how many in all?
Measures—bu., wheat; bbl., corn
Subtraction—how much more one man made than another?

CHAPTER XIII

HOME ECONOMICS OR TRAINING FOR HOME MAKING

Types of Training

THE home economics work is of three kinds:

Class room study.

Laboratory work in cooking and sewing.

Assistance in the school work.

Each girl is responsible for her own room and clothes, and all elementary school girls advanced beyond the primary course of study, both resident and day pupils, devote six hours a week to class room and laboratory work in cooking and sewing: the high school girls have five and a half hours. The work which the latter are doing receives credit towards high school diplomas from the State Board of Education.[1]

The teacher of home economics describes the objectives of the work in this way:

"As much study as possible has been made of their homes and of the average income and the social life of their neighborhoods. So far as possible, the class room work, on the basis of this study, provides an imitation of this real situation. Steady effort is made to induce the formation of certain habits, such as the keeping of their rooms in order, taking the proper care of clothing, and acquiring good habits properly related to clothing, food, and health. In addition, there is class room instruction in home management, and the effort is made to suggest ideal home life, as nearly as possible, through social attitudes and practices in living together in the school home. Stress is laid upon preparing the girls not only to be good home makers themselves, but to serve as leaders in the improvement of their communities."

[1]Tests devised at Teachers College, Columbia University, under the title *Home Economics Information, Set II, Foods,* and similar ones in regard to clothing, both intended for eighth grade pupils, have been given to those in grades 5-7 in the Training School, and have been passed without difficulty.

The outlines presented here were worked out for beginning in 1927-28 and continuing in 1928-29 at the point where they were left off at the end of the previous school year. This plan has been followed and no fundamental changes are contemplated for the year ahead.

TWO OF THE LARGER COOKING CLASSES

HOME ECONOMICS COURSE OF STUDY AND PRACTICE

I. FOOD

A. Preliminary Lessons

Home and Family. The home, the kitchen, the dining room, dish washing, table manners, housekeeping schedules, table service, health rules in food and the reason for them, care of food, food elements, marketing, the cooking library, and leisure time and its use.

B. Projects

Project 1.

Food Preservation. Canning by the open kettle and by the cold pack methods.

Project 2.

Breakfast. Plan and menu, table setting, breakfast beverages, breakfast fruits, the main course, the hostess and her duties, duties of a guest, milk, cereals, quick breads, dishes for main

course, preparation and serving of breakfast and the breakfast schedule.

Project 3.
The Christmas Lesson. Serving community visitors after the Christmas play.

Project 4.
The School Lunch. What to pack, how to pack, how to serve and how to choose a lunch at school.

Project 5.
Dinner. The dinner plan and menu; setting the table; vegetables for dinner; meat and meat substitutes; white sauce; desserts; frozen desserts, gelatine desserts, custard desserts, cakes and icings, pies and candy; the dinner party, the preparation and serving of dinner, and the dinner schedule.

Project 6.
Luncheon and Supper. Plan and menu, setting the table, use of leftovers, meat substitutes, cheese cookery, soups, dried fruits, salads, cookies and doughnuts, yeast—bread and rolls, etc., supper desserts, preparation and serving of supper, and the schedule.

Project 7.
Outdoor Cookery.

Project 8.
One Hundred Calories. Proteins. Daily Meals of Family Group. Balancing Menus.

Project 9.
Food for the Sick.

Project 10.
Feeding the Child, Feeding the Baby, Feeding Older Children.

Project 11.
Budget Making.

C. Food Laboratory Work[1]

Canning beans. Cooking cocoa and coffee, apple sauce and baked apple.

Cereals: oatmeal, wheatina, corn meal and rice.

Breads: quick ones; twin mountain muffins, soda biscuits, baking powder biscuits, hot cakes, and bran muffins.

Toasts: French, water, milk, creamed cinnamon and plain spoon bread.

Eggs: soft boiled, medium boiled, hard boiled, scrambled, poached, fried, devilled and creamed.

[1]Risen bread has not yet been included in the foods which the girls are taught to prepare, because the hours for preparation and tending have thus far offered complications to doing it. It is, however, included among foods to be taught later.

Candy: penoche, fudge, sea foam and puffed rice candy.
Packing a lunch box.
Vegetables: potatoes, baked, riced, mashed, lyonnaise, in soup, scalloped; fresh vegetables.
White sauces.
Meat: beef and pork.
Fish: salmon, creamed, loaf, and croquettes.
Meat substitutes: macaroni and cheese, cheese fondu and creamed cheese on toast.
Soups: chicken, tomato and potato.
Dried fruits: peaches and prunes.
Sandwich fillings.
Cookies: molasses snaps, chocolate cookies and oatmeal cookies.
Cakes: Sue's cake, devil's food, poor man's cake, and white loaf cake.
Icings: caramel, white mountain, chocolate and mocha.
Gingerbread and doughtnuts.
Pies: peach, dried peach, apple, lemon, chocolate and butter scotch.
Puddings: bread, chocolate and rice.

Each week one girl is given charge of the kitchen laboratory for keeping it in order, having material accessible for class use, etc. She is provided with a corps of assistants, some being responsible for pots and pans, some for tables, and so on. She herself grades her assistants for their efficiency and in turn is graded for her efficiency in directing them. Class rank in the food classes is determined by these factors: the food prepared, laboratory efficiency, help with the hot lunch for day pupils, neatness in appearance, and general attitude in the laboratory. The food laboratory uniforms and the laboratory training in general, with its emphasis on neatness and its frequent preparation of food for simple social entertainment, are evidently making for new mountain standards of personal appearance during periods of work and also for easy hospitality in later years.

The girls' pleasure in their food laboratory work is repeatedly reflected in their school paper, as the quotation given below will suggest: "When we came back this year, we were very much surprised to find the old classroom in the basement wearing a new dress all blue and white. We soon discovered it was our cooking room. We could hardly wait to begin our lessons. It is such fun to put on our aprons and caps, when we go down in that nice room and cook."

ONE OF THE MANY DEVOTEES OF THE LABORATORY

Especially close connection is maintained between the home economics work and that of health and hygiene. An illustration of this is the hot lunch project. The cooking classes prepare the lunch for the day pupils, who bring such material as they have from home. If necessary, this is supplemented. The cooperation of the English teacher in this home economics and health project has already been cited.

Some conception of changes which could be worked in the ordinary mountain home may be gained from these suggestions from one of the boarding pupils, who were all helping with the hot lunch as a home economics task:

"The chief thing is to have something hot, and something liquid. Cream of vegetable soups have many variations. Cocoa is easily prepared. Soft cooked eggs are nice. Baked apples, baked custard, and scalloped dishes add interest and variety to the lunch. Prunes, figs, peaches, apricots, apples, or any stewed fruit, chowders, cream, milk, and chocolate and crackers are suitable dishes. For desserts, tapioca pudding with apples or other fruit, rice pudding with raisins, brown betty, and light cake are acceptable.

The lunch should be simple, and nothing should be added that will crush easily in packing. The regulation tin lunch box with handle is the best container, with paraffin paper for wrapping the food and keeping each kind separate. There should be sandwiches with cottage cheese, chopped raisins, figs, dates, nuts, celery, eggs, or meat; for which spreading

may be mixed with a little mild salad dressing, cream or milk. A sweet of some kind may be included, like plain cake with raisins, gingerbread, baked custard, jellied prunes, or figs in cups. Celery or tomatoes add variety. If it is possible, buy milk to drink, or bring it or cocoa in a thermos bottle, but *no* tea or coffee.

The food should be carefully packed. Wrap the different articles in paraffin paper or they will not keep their flavor. In packing them be sure to place at the bottom the food that will be least likely to crush.

Another important item in school lunches is to wash your hands before you touch your food. The reason you should do this is you get all kinds of germs on your hands during school hours."

II. SEWING

This work is, of course, predominantly practical but includes sufficient reading and discussion to show the theory on which the work rests.

1. Preliminary lessons: The sewing machine and other equipment for doing the best sewing
2. Plain-sewing stitches
3. Fabrics we use every day: cotton

A HOME ECONOMICS GROUP ARE OUTDOOR HOSTESSES

4. The sewing bag
5. Outfit for laboratory wear
6. Appropriate dress for the high school girl
7. How our clothing keeps us healthy
8. Selecting material
9. Selecting design and buying pattern
10. The commercial pattern and fitting
11. Color in dress and psychology of color
12. Plan for buying clothing
13. Making your garment
14. Making our clothes last longer by: washing, ironing, dyeing, sponging, shrinking, and pressing
15. Note book work: pockets, plackets, trimming stitches, and braid, etc.
16. Finishing clothes
17. Alternation for figures that vary
18. Bloomers
19. Gowns
20. Kimonos
21. What you can make from a kimono pattern—pajamas, etc.
22. The brassiere
23. The slip
24. The romper
25. Teddies
26. Boys' shirts
27. Fancy apron
28. The pillow top
29. Silver cases
30. Slipper cases
31. How to dress in good taste
32. Making a dress
33. New clothes at small cost
34. The spending plan for the family
35. Bed spread and bureau scarf
36. The layette
37. The make-over problem
38. Designing your own costume
39. Making your own hat

The home economics department supervises the alteration of used clothing and the designing and making of new garments, and much care is taken to adjust choices to individuals. The effort to cultivate their taste in color and design and in personal adaptation of problems of dress is a steady one, very gratifying in its results.[1]

One of the exploratory experiences of the home economics classes in the spring of 1929 was a visit to Bristol, Tennessee-Virginia, where they spent a busy day inspecting department stores, bakeries, factories, etc.

III. House Work and Household Management[2]

The school cook gives the only paid help, and the work of caring for the building, assisting in preparing food and in sew-

[1]Garments not needed for the pupils are sold to people of the community and adjoining area for very small sums. They are much in demand and serve very practical purposes for comfort and warmth in the severe winter, as well as in raising ideals of dress and in other ways.

[2]On pp. 172-73 the list of duties announced September 2, 1928, to be in force until September 23 is cited.

ing is a part of the household management course, with participation in it required of each resident pupil. It is minutely divided among the girls by the teacher of home economics, according to a schedule. They work by shifts and each girl is assigned her task for three weeks, thus getting practice in the various kinds of work and also learning to work with different groups.

Major Activities in School House Work Listed

Following is the memorandum of the major activities involved in assisting with the food and cleaning, as prepared by the teachers of home economics.

SCHOOL ASSIGNMENTS OF HOUSE DUTIES TO THE GIRLS

Early morning help—come to kitchen at 6:15 and helps in preparation of breakfast; remain until after breakfast dishes are finished.

Evening help—come to kitchen at 4:00 and help in preparation of supper; remain until after supper dishes are finished.

Regular kitchen help—do dishes and towels and sweep kitchen and porch.

Pan washer—wash all kettles and pans at small sink.

Pan dryer—dry kettles and pans and puts them away.

Dish scraper—scrape and stack dishes, then carry them to girls washing dishes.

Dining room tables—each girl waits on table, sets table, dusts chairs; at noon sweeps under own table.

Dining room floor—this girl sweeps and mops dining room floor and dusts all articles of furniture except chairs at tables.

Main hall—sweeps, mops, and dusts hall and stairway.

Office, parlor, library—sweep, mop, and dust.

Hall at noon—sweep, mop, and dust furniture.

Lunch packing and sewing room—all pack lunch together. No. 1 cleans sewing room after packing lunch; No. 2 plans and prepares next day's lunch; No. 3 takes care of lunch boxes, cleaning and airing them after school.

Porches and outside steps to basement—sweep them each day.

Classrooms—sweep in afternoon after school is finished; dust and wash blackboards in morning before school.

Boys' basement and dispensary—wash bowls, sweep, dust, etc., according to nurse's direction.

Wood box—keep it full all day.

Chapel—sweep, mop and dust.

Second floor hall, bath and infirmary—sweep, mop, dust, clean bowl, etc.

Third floor hall, bath and stairs—sweep, mop, dust, clean bowls, etc.
Vegetables—prepare vegetables for the cook.
Laundry, girls' basement and stairways—sweep, scrub, etc.
Substitutes—take high school girls' places at noon when they are at Konnarock.

A Shift at Work on the Household Duties

Below are given, with fictitious names substituted, a shift of K. T. S. girls at work.

A SAMPLE SCHEDULE OF HOUSE DUTIES FOR BOARDING PUPILS

September 2-23, 1928.
Early morning help—Victoria R.
Evening help—Nellie K.
Regular kitchen help—Mary S., Lillian J., Clytie L.
Pan washer—Geneva R.
Pan dryer—Jewel T.
Dish scraper—Ethel C.
Dining room—Tables 1, Norma C.; 2, Esther T.; 3, Annie I.; 4, Elna H.
Dining room floor—Marjorie R.
Main hall—Elsie E., Lucinda M.
Office, parlor, library—Lorene R., Harriet D.
Hall at noon—Harriet D.
Lunch packing and serving room—Nannie M., Roberta H., Carol H.
Porches and outside steps to basement—Marian C.
Classrooms—Room 1., Betty B.; 2, Eleanor T.; 3, Doris R.
Boys' basement and dispensary—Lenore C.
Wood box—Lucy T.
Chapel—Vera M.; Irene A.
Second floor hall, bath room and infirmary—Iris D., Bertha L.
Third floor hall, bath room and stairs—Roberta H.
Vegetables—Grace F., Nellie T., Dorina S.
Laundry, girl's basement and two stairs down to basement—Irene A., Marian C.
Substitutes—Lenore C., table at noon.
Elna and Nellie K., kitchen.
Jewel T., dish scraper and pan dryer.
Special responsibilities:
Building, keeping and watching fire in small furnace in basement (for hot water)—Elna R., Harriet D.
Inspection of home work—Lenore C.
School supply store—Marian C., Irene A.
Hanging up school laundry on Wednesday—Nellie K., Iris D.
Sunday evening supper, supervising and preparing—Elsie E., Betty B.
Bringing in volley ball net—Bertha L.

Tabulation of school accounts through study of school bills for food, furniture, etc.—Roberta H., Norma C.
Help arrange flowers with Mrs. Umbarger—Doris R.
Help with hot lunch for community children—Annie L., Eleanor T.
Inspection and grading of dining room tables—Esther K., Jewel T.
Go for extra milk after school—Thelma J., Clytie L.
Gathering of vegetables with Mr. Pennington—Victoria R., Geneva R.
Killing flies—Vera M., Dorina S., Lucy P., Marjorie R.
Get clothes Friday night, sprinkle them for ironing on Saturday—Ethel C., Lorene D.
Library work—recording books, etc.—Mary S.
Extra special work, such as window washing on Saturdays, etc.—all, or as many as may be necessary.

STIMULATING A SENSE OF ECONOMIC INDEPENDENCE

When the school was founded, approximately five years ago, the extreme poverty of an average child whom it sought to reach induced its board of directors to admit all without financial requirement, and the missionary societies have provided clothes as well. For some time, however, the administration has felt that the girls were growing to feel that education, food, clothes, and all else that they needed came too easily. Partly in order to overcome this spirit, and partly to give the girls practical experience in handling money, what is called the ten point system has been installed. In this system, imitation paper money is used, and at the end of the week for the work which she has done about the house each girl is paid at the rate of 15 cents per hour, which is the average wage paid for domestic work in our section. With this imitation money the girls buy their clothing, tablets, pencils, toothpaste, soap, and all other necessary supplies. There are some defects in this system thus far, but it is a beginning in the right direction and has already been valuable.

Also, as a further step in developing a sense of financial responsibility, announcement was made to the pupils at the end of the school year, 1928-29, that all pupils must, in future, pay a fee of $25.00. Opportunity to earn this money is to be provided for such of those most in need of it who can return during the summer to assist in the annual canning. Five dollars a week will be paid for this, with board.

The attitude of the girls towards their home making courses seems one of genuine interest, and most often of definite enjoyment. This is doubtless because of the direct way in which such work is related to their present daily lives and also to the domestic interests which their case studies reflect; and these are the only interests which most of the girls have known before coming to this school.

The Use of Books and of Other Home Economics Literature

Text Books Used and Reference Reading

A Girl's Problems in Home Economics: Trilling and Williams
Elementary Home Economics: Matthews
The New Butterick Dressmaker: Butterick Company
Food Planning and Preparation: Mabel T. Wellman
Singer Sewing Machine Book
Supplementary Reading Material
Boston Cooking School Cook Book: Fannie Farmer
Text Books for Home Economics Course: Proctor and Gamble
Diet for the School Child: Lucy Gillett
The Lunch Hour at School: Department of the Interior
Foods and Cookery Course: R. B. Davis Company
Monographs on Cookery: Calumet Baking Powder Company

Each pupil is expected to accumulate her own home economics library, and there are many valuable aids of this kind for home making which may be collected by them without cost. Following is a list including many of the latter:

Individual Pupil's Library
Royal Cook Book
Pillsbury Cook Book
Reliable Receipts
Jello, Book of Menus
Metropolitan Cook Book
Fleischman's Receipts
Sears and Nicholas Receipts
Knox Gelatine Book
All About Milk: Met. Co.
Forty Tested Receipts; Home Ec. Service N. Y. C.
A Bowl of Salads
The Hidden Treasure
School Lunch
Home Ec. Literature: Kellogg
The Wonderful Lunch Boxes: Postum Co.
Ice Cream Making
Cold
Why We Refrigerate Food
Food Economy: Knox
The Health Value of Knox Gelatine
Making Clothes Last Longer: Woolman
Sewing for Girls: Manning
New Clothes at Small Cost: Manning
How to Make Dresses: Picken

Clarke's O. N. T. Books
Home Reference Book
What and When to Feed Children
Plan for a Day's Food
Food Fit for Camping
Eating for Efficiency
Housecleaning Hints: Proctor and Gamble
Dates in the Healthful Diet

CHAPTER XIV

AGRICULTURE

No formal outline could be had for this course, which is still in a comparatively embryonic state and is likely to continue so until a permanent decision can be reached regarding continuing to admit boys to the school; also until larger financial support is forthcoming for such instruction. The course is developed largely by projects in which several departments of study cooperate.

The school favors and already practices instruction in agriculture for girls as well as for boys, particularly because the mountain woman is often left to care for the farm, while her husband and older sons go to the mills or the mines, or take to truck driving, or find some other way to earn cash for the family support.

For the poultry project, the school owns a fairly large chicken house and an incubator. Girls and boys are taught how to select the laying hen by its shape and color and by measuring parts of the body, how to test eggs, care for the chicks, etc. Each of the poultry sub-projects is discussed in classes in different departments, the general project being correlated with the courses in health and hygiene, home economics, English, arithmetic, and civics.

Gardening is taught through a garden club in which girls take fully as much interest as boys. This again is in keeping with the custom in that area, since the main care of the garden usually falls upon women even when the fathers and brothers are not living elsewhere for work. Each child in the club is given fifteen square feet for planting, and early instruction is given in seed testing. Each member of the club is expected to plant one vegetable or other article of food and to

develop it to the point of production in the course of the summer, either at home or at school, according to the place where the summer is spent. Careful instruction is given regarding transferring the seedlings to home gardens. In the fall, each club member is expected to contribute results to a fair to be held at the school, and the material is finally to be canned.

The Garden Club is assumed to include in its range of interest all garden products growable under conditions to be expected in that area. Two members search out and report at chapel, items of especial interest in connection with the development of gardens. Spinach, for example, has furnished the subject for one chapel talk and radishes have been the theme for another.

During the summer, the Training School teachers who go out into the home neighborhoods of the school pupils or elsewhere to conduct vacation Bible schools, give practical suggestions about gardening, so far as time permits.

The county farm demonstration agent cooperates to some extent in the instruction of the boys in agriculture, and the farm supervisor for the school, although giving only a portion of his time to the school farm interests, assists in studying the general problem. He explained to the editor of this study the difficulty involved in interesting even the younger generation of local boys outside the school in the more scientific aspects of farming because the usual attitude of their fathers is one of contempt, and cited the reluctance of a hired boy to agree that spraying apple trees was worth the labor and cost of doing so. The boy proved his reluctance by spraying a tree incompletely. When the fruit appeared it was spoiled on that side of the tree and, without further words, he was then convinced. The incident was used also to emphasize the urgent need for try-out agricultural experiences for the younger generation in that locality for interesting them in the use of the best methods with such crops as the soil could be expected to justify.

CHAPTER XV

MUSIC, ART, AND DRAMATIC ACTIVITIES

Music

ONLY a comparatively small amount of musical instruction has been available thus far and that has all been of a volunteer sort.[1]

Besides the pipe organ, which is naturally a source of much gratification to the school, there are two pianos, and pupils who take violin lessons are allowed the use of a violin owned by one of the teachers. Any girl who wishes to do so is allowed to have piano lessons as long as ability and industry make it best for these to be continued; some have made excellent progress. There is a good deal of choral singing, religious and otherwise, and ballads are favorites among songs. Singing at work is allowed when practicable and other simple outlets for the musical sense are sought and encouraged. The high school group provides special music for chapel service at times. There are school sings, besides singing on many special occasions, one of which is described in an issue of the school paper: "The girls from the Training School went out caroling. We went to the houses of our community people and wished them a Merry Christmas."

The pleasure which the arrival of the first piano gave the children is suggested by the account which one of them gave in the school paper, of the event: "One Saturday afternoon about four o'clock the train came to the crossing. It had a large box on it. Mr. H—'s wagon brought the box to the Training School. While they unwrapped the box, the girls stood around, wondering what it could be. It was our new

[1]This instruction is provided chiefly by the member of the faculty who has charge of all of the school instruction in English and arithmetic.

piano. The first song played on it was 'Praise God from Whom All Blessings Flow.' It was given to us by the women from Ohio."[1]

Musical appreciation is fostered by very occasional recitals and by having the pupils learning something of the lives and personalities of great musicians, besides hearing one or more compositions by each one to whom they are thus introduced. In the spring of 1929, the editor was a visitor at the school during a week when all of the special chapel programs for the week were being devoted to composers. An instance of one of these programs was the one devoted to Mozart, in which a sketch of his life including various incidents was given and a pupil gave selections from his compositions.

ART

The art instruction has been more modest in amount thus far than that in music and is chiefly in the lower grades, the effort being to give some simple impressions of beauty in relation to outline and color. Objects are developed by straight lines and by circles, and there is practice in free-hand cutting and paper tearing. The school is very desirous of developing adequate art instruction, but as yet lacks facilities for doing so. Simple art activities are, however, introduced when possible into other courses offering opportunity for it and very gradual beginnings are being made in the introduction of "arts and crafts." The class in hygiene makes posters, illustrations, and booklets. In the English classes, pictures by some of the great artists are studied. Whenever practicable in the reading classes stories are re-written for using free-hand pictures instead of words. In the sewing classes, lines suitable for different types of figures are studied, and color combinations are adapted to the coloring of individuals.

The school has somewhat recently acquired a loom and very simple weaving has been adopted, as a cooperative undertaking, by the school. It is thus far, entirely from the avocational point of view. The teacher of home economics arranges the

[1]Dr. Dunn offered the following suggestion regarding the music: "Begin teaching music in the first grade. This is desirable for more than one reason and may prevent the formation of bad voice habits."

warp on the loom, has the girls cut the rags in strips, explains the pattern, and leaves them to weave at spare moments, with a minimum of oversight from time to time. Teachers also enjoy the diversion of having a part in the weaving. A beginning was being made in the summer of 1928 of teaching weaving to such of the community women as are interested to learn. This again will be an experimental human approach, designed primarily to cultivate the sense of beauty and interest in colors.

The older girls have been taught, in 1928-29, the simpler batik processes and how to apply them to problems of their own dress.[1]

DRAMATIC ACTIVITIES

That the school is increasingly alive to the value of dramatic activities for the children, both in the way of recreation and as an effective way of developing their interest in learning more of important things, is shown at many points in its program. Much use of the dramatic form is made in the religious activities of the school. The historical background of holidays is utilized by the teachers of history and English for enlisting the childrens' interest in the writing of plays; and the same is done by the health and hygiene instructor, as already mentioned. One of the girls gives the following account in the school paper of a play produced by them at Thanksgiving time, "on Tuesday, November 30, we marched into the chapel singing 'Konnarock, Our Konnarock.' Then we had a play given by Miss Umbarger's room. The name of it was 'Pilgrims.' The first scene showed the Pilgrims getting off the Mayflower. The next was a pilgrim church service. The last scene was the First Thanksgiving. This play was written by the children in history class. Some of them helped make their own costumes. After the play Vivian Cardin played a piano solo 'Indian Boys.' The elder girls who were here Thanksgiving then gave a play, 'Harvest.' "

At Christmas of the present year, two plays were produced at the school—one by the children and the other by the older

[1]Dr. Dunn's suggestion regarding art activities was as follows: "Let the aesthetic work be largely an expression of experiences in other fields. Let it also develop appreciation."

people of the community. One of the boys describes it in this fashion:

The Community Christmas

"On the night of December 23, we had our Community Christmas Tree and program. The older people of our community gave a play called 'The Holy Story.' As Mrs. Umbarger read the story, the people acted it out. We had white lights when it was day-time, blue lights for night, and red lights to light Herod's palace. We had the star that the Wise Men saw, and it was pretty.

"After the play we received our gifts from under the Christmas Tree."

EVERETT CHAMBERS.

During the Health Week held in December four plays were given by the children. Some detail has been given about other plays in describing the Health Week Activities of the Hygiene Classes. The titles of two of the plays, *Old King Cole* and *A Visit to the Health King and Queen,* suggest the care to combine the imaginative touch with the practical purposes. The May Day celebration, for crowning the May Queen of Health, has already been described in detail.[1]

[1]It has been suggested that mountain folk songs and musical instruments common to their section be used in the Christmas pageants and in other dramatic or musical entertainments open to community participation. This suggestion came from the teacher of civics who feels that the most definite community interest has been aroused among adults by their actual participation in the Christmas entertainments, although it has proved difficult to find forms of participation which their inhibitions and general inarticulateness will admit of their attempting.

CHAPTER XVI

SUMMARY OF MAJOR FORMS OF PROGRESS IN THE SCHOOL, 1926-29

Types of Pupils Sought and Methods of Selection

Although the board of trustees of the school has not defined its objectives publicly further than to say that the school exists to help in the education of mountain children, the head of the school has been seeking to work out a wisely selective policy for determining what methods of admission are best and what types of children the school can most wisely educate.

The effort thus far has been to select pupils who have the mentality and the character qualities to profit by what the school can offer, and who thus seem of the sort to become constructive influences in their communities later, wherever these may be. Naturally all of this selective method can be at best only a groping one, but a simple technique is gradually evolving.

The homes of the children being considered for admission are visited by the head of the school if possible; otherwise, by her representative. Those whom it seems wise to admit to the school are usually given a year in which to prove themselves. During that time they are given the individual and group tests and physical examinations, and every effort is made in the light of these various tests and of daily contact to adjust their work and opportunities to their individual needs. If they lack either mentality or the character qualities needed to profit by what the school offers, and if the experience with them shows that the latter cannot be developed, they are not asked to return. Where the situation admits of doubt, they are invited to return conditionally. Every year some of the children who

are reasonably acceptable in behavior reach the point, where, in the judgment of their teachers, they have "gone as far as they can." In view of the limited space available at the school, these are, as a rule, not asked to return.[1] This happens with girls at various stages of the elementary or high school courses. The degree of mentality or the combination and strength of character qualities, which can be accepted as adequate for retaining the pupil, have not been measured in any rigid way and the child is given the advantage of the doubt.

OBJECTIVES IN THE EDUCATION OFFERED

Aside from the central objective of helping each girl to make the most of herself, there is in the school the general aim to train all for home-making and community usefulness, but to avoid any wholesale generalization as to whether they should be influenced to stay in the mountains or to leave, this last question being one always subject to the individual situation and to all the factors in it. This attitude is common enough among most of the thoughtful mountain educators, but seems a difficult one for many who help to support mountain schools, since they tend to insist that all who are helped in these schools shall remain to uplift standards of living in the mountains. It is agreed between the school administration and the Southern Woman's Educational Alliance that all pupils capable of grasping this should be given a general understanding of the occupations needed in maintaining life in a well civilized society, such as food, services, the provision of shelter, housing, education, the arts and so on; and that these should be discussed with reference to both city and country life, although such study of occupations should naturally begin with those actually followed locally and with those that it may be possible to develop there. It is also agreed that the more detailed study of occupations which are followed only outside the mountains or which are open only to a highly selected few, can usually be most wisely left to individual needs and mental curiosity, but should always be

[1]This does not apply to local children, since they have at present, a right to the Konnarock Training School as the public elementary school of their community.

provided when needed. It is further agreed that, as a part of the teaching of home-making, each girl whether she is trained for any other vocation or not, should be encouraged or required to acquire some skill which she might turn to financial account in connection with her home-making. The need is recognized as having special importance since her experiences in the school will undoubtedly have raised her standard of living to a higher level and to a larger economic requirement than the usual family income there would be likely to meet.

Further, the principal feels that, although the custom of very early marriage must be recognized in the school policies and program, the imaginations of the girls need enlargement for considering the value of other suitable occupational interests, such as should at least tend to modify a custom fraught with so many handicaps to both parents and children, as very early marriage is.

The Girls' Own Attitude Towards Going to the City

So far as the girls' own attitude towards going to the city is concerned, few seem to offer any problem yet because of restlessness in that connection. The small amount of interest in going which was found among the thirty-eight girls especially studied, seems equally true of the larger group represented by those in attendance at the school during the two later years. Some drift to the city is discoverable even among those of the thirty-eight who have left the school since June, 1927, but their going seems to have resulted as a rule from adult arrangements for them rather than from any real initiative on their part. One striking exception is to be made clear here in the girl who wanted to travel "in the whole world," and who has in a short time made her beginnings and established herself in New York for training to be a nurse.

In contrast to this outreaching attitude is that of a number of the older girls attending the school in 1928-29. This was especially reflected in their comments upon a visit to the city of Bristol, where they had observed factories, dairy activities, and department stores, besides getting general impressions

of the only city which most of them had ever seen. They emphasized strongly in their report of the visit the confinement to which city people subjected themselves, the lack of fresh air and the generally unsatisfying conditions of life there, and particularly expressed satisfaction in being able to escape from it all to the school and the mountains. Whether a return to life in their own homes, where the rural setting has so much less to offer them, will reverse this impression and send them to the city in the end, will be a matter for observation.

It was found, however, from the special study of the thirty-eight girls who attended Konnarock Training School in 1926-27 that nearly two-thirds of them expressed a preference for the open country, not quite one-fourth preferred a town, and only four preferred the city. One of the other two liked country and town equally, and one did not report.

This attitude of preference for the mountains is probably due in part to timidity or fear of the unknown, and in part to lack of initiative, but there seems little doubt that many of them feel themselves attuned to the mountains in a half articulate way and thus far at least prefer to remain there. Meanwhile, the school increasingly follows the plan of widening their consciousness of the outside world, and of leaving the future to itself. They are reacting with special interest to the class in current events, and this, with their planning of journeys to different parts of the country and elsewhere, as well as their contacts with people who come to the school, will gradually tend to lead the thinking of the keener minded ones further afield.

DEVELOPMENTS IN THE SCHOOL PROGRAM

In the school program, the more significant achievements during the period of this study may be summarized as follows:

The plan of devoting the opening school week to tests, physical examinations, interviewing and record making has been begun.

A system of records has been installed and although a counselor is badly needed to relieve the principal in this, it is being maintained to a substantial extent.[1]

[1]See *Appendix*, pp. 213-34, for copies of these records.

A testing program has been carried on annually.[1]

The health and hygiene program, strongly emphasized in the first recommendations to the school, has made striking advances. All of the school resources for aiding in this program have been combined. An indication of the progress made is the fact that, within a year, the number of "five point" children has increased from five to sixteen. The medical examination records of the American Child Health Association have been adopted for all boarding pupils and the examinations are given annually, having been begun in the school year, 1927-28.

The rigid plan of classifying a child entirely in one grade has been abandoned in favor of permitting him or her to enter the class in each subject where progress will be easiest.

The child's failure is defined only in terms of lack of effort. When due effort will not accomplish the desired result, the obligation upon the school to change the amount or kind of work assigned is accepted. Competition with one's own earlier record rather than with other pupils is encouraged.

Slow pupils are being helped, as far as practicable, both by supervised study and by substitution of activities as often as possible for book work. The beginnings made in this direction need much development, however.

Interest in reading has been greatly stimulated during the past two years. Along with this new interest has come increased initiative on the part of the children in looking up information about subjects discussed in classes or elsewhere. Interest in the class in current events, and especially the children's attitude towards the magazine of that name, reflect their growing interest in reading and in outside happenings.

The advance in aesthetic and other cultural interests and development being provided by the school is striking, especially in view of the lack of adequate resources. In the encouragement of dramatic and musical expression, and even in that of the poetic sort, however crude, the school is doing all that could be expected. Its achievements in home-making instruction are most gratifying and besides their primary practical values, have definite aesthetic values as well as those

[1]Although this has now been maintained for three years and instruction has been given the teachers for continuing the simple tests, there is need of a small appropriation for safeguarding a complete observance of the program proposed and the continued visits of a psychologist are very desirable.

of the more broadly cultural sort. The school equipment for this is good.

The curriculum has become steadily more flexible, more intimately unified within its departments, and more inclusive of activities which vitalize it for the children. "Learning by doing" has taken its place as a guiding principle in much of the instruction.

A unified conception of the purpose of the curriculum and of the close relation of its various parts has been achieved and the faculty has accustomed itself to turning curricular resources as a unit in whatever direction seems best for a given end.

Much skill has gone into developing in the school life a simple art of living and the children respond to it to a striking degree. Adaptation to the usual mountain resources for this is skilfully made, although the children are encouraged to consider improving these resources. An instance of skilful adaptation by the home economics department is the preparation of menus from food supplies easily obtainable in the mountains. The success of these has been sufficiently marked to elicit a suggestion from the outside that the school publish these as a mountain cook book.

The faculty as a unit has combined to support a program reaching towards the best scientific developments in the field of education, and also to promote throughout the school an atmosphere of cooperation and of genuine spirituality.

CHAPTER XVII

OUTSTANDING NEEDS OF THE SCHOOL IN 1929

An Adequate Guidance Program

Using the term *guidance* to mean help given an individual towards personal development and towards finding his place in the social order, and understanding a guidance program in a school to mean such a development and coordination of activities as will best promote this adjustment for all pupils, the most outstanding need of the school at the present time is undoubtedly that of thorough coordination of its many activities having guidance values for its pupils, into a guidance program, and a recognized counselor with time allowed for this coordination and for all other phases of leadership in the program. Such a program would naturally integrate the many assets now possessed by the school, helping also to work out proportions and safeguards among these assets and to stabilize the progress being made. It is essential for putting the educational and vocational objectives and policies into thoroughly effective action.

Faculty Cooperation in a Guidance Program

Since a guidance program is essentially a cooperative enterprise for a school as a whole, especial stress must be laid upon participation in it by each teacher, as well as upon the need for a school counselor. "It is highly important for the faculty to adopt a 'guidance attitude,' for them to think more in terms of guidance, and for them to undertake to solve their problems from the guidance point of view."[1] To this

[1]Quoted from the report of Dr. William M. Brown in 1928 to the Southern Woman's Educational Alliance, after his two visits to the school for administering tests and holding faculty conferences.

end it is recommended specifically that the teachers' plan, as far as possible, to take reading courses, extension courses, summer school courses and such other training as may be available in the two important and interrelated fields, testing and guidance. It is urged also that, aside from special courses, they keep in touch through reading with important development in the guidance field.

Many of the basic factors in a guidance program, such as the administration of tests, the installation of a good record system, the adjustment of work to the individual child, and other changes summarized in the preceding section, are already under way. These greatly facilitate the organization of a definite guidance program. Various additional factors are needed, but most of them will follow naturally upon the beginnings already made, if a full time counselor or director of the guidance program can be had. It is suggested that the financial authorities of the school make this financially possible at an early date.

Educational Policy in Relation to the Guidance Program

There remain various difficult questions of educational policy to be threshed out, in spite of the definite progress made thus far. Until several of these can be clarified, the guidance program itself must suffer in clarity of objectives. On the other hand, such a program should, in the hands of a competent school counselor, become the most effective means of clarifying this policy.

As regards the vocational guidance aspects of this, Dr. Arthur H. Estabrook has commented that, if a school after due inquiry was convinced that its community could not yield satisfactory conditions of living, the greatest service might be that of initiating and pressing influences tending to empty the territory of its population. But until some experimentation in the best possibilities for occupations other than lumbering can be made in this general area, and until the effects of the near exhaustion of lumber resources there can be more clearly determined, there is little safe ground for a different policy from the one being followed. It is clearly the

duty of the school, however, to push inquiry as far and as rapidly as possible into the whole question and to regulate its philosophy and guidance program according to the findings. Moreover, the rapidly shifting conditions in many mountain sections now, because of industrialization of certain resources or because of the exhaustion of certain resources, and the convergence of light upon mountain conditions, economic and sociological, place upon those directing educational or social enterprises in mountain areas an obligation to keep in touch with new trends there of the broader sort, as well as with local occupational changes, for adjusting their policies and programs to fit these.

Levels of Aspiration

An illustration of the need for further definition of objectives is found in a comparison of the educational and occupational aspirations expressed, with the girls probable capacity.[1]

Similarly, there is need for much more study of the mental processes which the results of the children's class work reveal, as well as of the results of the standardized mental and educational tests. It is to be noted, for example, that, with all the general improvement which the children show in awakened minds and receptivity to many cultural influences, many continue to make discouragingly slow progress in learning to reason in the straight, clear way which will assure them the permanent acquisition of these facts as knowledge. An instance of this is a recent test given the older girls in the elementary school in a class in history. For this they had been carefully prepared and most of the questions could be answered by *yes* or *no,* or by some other quite brief statement, but only two in a class of eight passed the tests.

Also, comparison of the results of the tests of some of the girls, even in the school year 1928-29, with their own rating of subjects as easy or difficult two years earlier, emphasizes the fact that thus far in school work they have apparently progressed very slowly in developing power of analysis and self-judgment. It is to be borne in mind too that, low as the

[1]For light on these see pp. 55-57, 66-70, 94, 97-100, and 240-245.

grades or marks of many of the children are, their scores from the educational achievement tests tend to be lower still. Dr. William M. Brown and his assistant, Prof. Walter M. Flick, pointed out that the school marking, because of the effort to adjust to the pupils, is probably not as strict as in a city school. This, if true, is commendable to a considerable extent and is entirely within the spirit of most of the recent changes in the school. This probably explains too, in part, why some of the pupils made lower scores on the achievement tests than might be expected; also the fact that, even after two years of especially enriched experience, many of them show comparatively slight advance in ability to master the more academic subjects. Undoubtedly many of the girls are capable of a considerable amount of immediate response to information presented to them, and may show, as they do, striking benefit from the cultural influences surrounding them at the school, but, at the same time, be unable to contribute to these reactions much that requires analysis and critical judgment. As is true in many schools, some will not be.

NEED FOR BETTER PLAN OF ACCREDITING ACTIVITIES

Since the school now accepts the plan of learning by doing as a basic factor in its program of instruction and has already introduced so many types of extra-curricular activities, it seems imperative that the school system of accrediting shall take formal account of all non-academic activities which it recognizes as needed for the children's best development, whether this applies collectively or individually. This rating should include recreational, cultural and health activities, as well as those concerned with *studies* in the usual sense. Also, the actual work accomplishment of the individual pupil, should receive equal credit in the eyes of the school authorities and of the other pupils—whether it concerned books or ploughing or cooking—if it represents the best type of work and the best rate of progress of which that pupil is believed by the school authorities to be capable or is needed as a part of the well rounded development best adapted to her needs.

In order to accomplish the first of these aims, that of allow-

ing due credit for extra-curricular activities needed by the children, the school must naturally adopt at least tentative evaluations of each of these activities in the general developmen of the child, varying them as needed in the development of each. In accrediting for work accomplishment, certain tentative units of achievement can be devised and the pupil can be given credit towards requirements for graduation, according to the amount of understanding acquired of a certain kind of work, according to her fixing of certain habits and skills and the time taken to acquire them. Her apparent mentality, or lack of mentality for the more conventional types of study must also be considered along with the use of either in summing up her real success and she must prove that she has mastered all essentials in the practical field in which she plans to work.

Exploring for Special Aptitudes and Abilities

More exploration of the individual abilities of the children with more definite record and account taken of these abilities, is needed. This fact emphasizes the need for a school counselor, since the impossibility of concentrating any appreciable amount of thought upon a systematic meeting of such needs by the present staff is evident, in spite of their general responsiveness to differences in the children, and the adaptation of their regular work to these differences.

Facilities for Teaching Industrial Arts

The term industrial arts is used here broadly to include shop work and any project activities which enable boys and girls to "make things." The school is well alive to the need of such instruction in its curriculum and has attempted a few simple beginnings in this direction, but lacks the facilities for doing anything worthy of the name. Until this gap is filled, there is inevitably some waste motion in other instruction given, where it is unadapted to the child in question. Such work is needed for girls as well as for boys, and as soon as practicable, solid foundations for it should be laid by the installation of motor and mechanical tests at least for children who do

not respond with interest to the opportunity for the more academic phases of instruction in the school. Moreover, all the children need instruction in industrial arts both for practical purposes and for cultural ones, and especially in view of the many whose scores were low in the testing, most of them would profit by taking the tests for motor and mechanical ability. If nothing further can be done for providing a fully trained instructor, one or more of the teachers should be asked to take summer courses in industrial arts.

The cost of installing simple facilities for instruction in industrial arts can be minimized by the ingenuity of the instructor. The widely known organization, Junior Achievement, Inc., which exists to promote industrial arts activities and related ones on the part of boys and girls, as a means of self-expression and of exploration and prevocational training, provides project material at a cost as low as possible, and sends full explanations of projects which have already proved to be of much interest to school children. Its literature is suggestive and should be a part of the library resources of the school.[1]

The personal experience which Collings relates in his *An Experiment with a Project Curriculum*, may easily find its counterpart with many of the children attendant upon this school:

"The writer owes what little success he may achieve in the educational world to the common sense of one country teacher. About the middle of his seventh school year in a country school, he concluded, as many country boys still do, that education was a useless affair and after overcoming the resistance of his parents embarked upon farm work as more satisfying and worth while. The next year the authorities of this school employed, through mere accident, a teacher with much knowledge of the interests of boys and girls. The teacher installed, at his own expense, a small laboratory and workshop in the rear end of the little school and began all sorts of experimentation in agriculture and construction in wood and cloth. He afforded his pupils much genuine opportunity to realize their own purposes—to play games, construct rabbit traps, make doll dresses, go on excursions, and tell stories. On visiting the school one day the writer discovered this new type

[1]The address of Junior Achievement, Inc., is Springfield, Mass.

of school work, and being intensely interested, like most boys, in experimentation and construction, decided to unbox his books and enroll again so that he might do some of the new work. The result of the year's work was that the writer and six of his classmates entered high school the following September, and all seven remained in school for a major part of the course. Today members of this little class are doing efficient work in serviceable occupations—one in the ministry, one as a physician, two as farmers, three as teachers. It is true that they had many good teachers on their way, but the indisputable fact remains that they owe their beginning, if not more, to the courage, common sense, and vision of this one country school teacher, since their class was the first to embark upon higher education from that little country school. This experiment as a student in a country school enriched by several years' observation in the capacity of a county superintendent of schools—of the strained, tired, and bored expressions of country school children and teachers endeavoring to master the aimless, lifeless, disconnected, congested, and wasteful country school course of study, suggested to the writer the need of a curriculum selected directly from the purposes of country boys and girls in real life."[1]

PERSONALITY VALUATIONS

It is recommended that the school, as time permits, take account of the ways in which the American Council on Education is suggesting that understanding of personality may be achieved and recorded for use by all working with the pupil involved. Such reports are intended to take the place of the more usual and less reliable wholesale "trait ratings," as for reliability, initiative, etc. The school counselor would naturally have charge of these reports.[2]

SOCIAL HYGIENE

So far as practicable, it is recommended that social hygiene material be incorporated into classes in all the grades. This recommendation is in accord with a growing conviction among educators and social workers that such instruction should begin early and almost intangibly. Such material has been worked out by the former director of the Virginia State Bureau of Social Hygiene, Mrs. Fereba B. Croxton, and re-

[1]Collings, Ellsworth. *An Experiment With a Project Curriculum.* The Macmillan Company, New York. 1926. *Introduction.*

[2]See *Appendix,* pp. 235-36.

lates itself naturally to the teaching of nature study, hygiene, civics and home economics in the school curriculum. Also, the American Social Hygiene Association has similar material which can be fitted into existing courses.[1]

WRITTEN WORK FOR ALL GROUPS AND SUBJECTS

Inasmuch as adequate forms of expression, or ways of becoming more articulate, are basic needs of mountain children and are among the most difficult to acquire; inasmuch also, as the ability to write correct English in a good clear hand, seems to lag too far behind the children's surprisingly rapid progress in public speaking, simple dramatic expression, story telling and other forms of oral expression, the following recommendations are made:

1. That, even at the risk of having to reduce the amount of very helpful original writing now being done, the children be required, if possible, to re-write all papers in any class, if they contain errors in English. This will give the English teacher the support which she needs: otherwise the pupils have several times as much opportunity to write incorrectly as they do to write correctly. Moreover, the teacher's work with such papers can be reduced, and the pupils all the more helped, if the more advanced ones are given the written exercises of the others to mark the mistakes and supervise the correction of them by those who made them.
2. That, as a visual aid in standardizing the appearance of the written work of all pupils, the lined, rough, dark tablet used by pupils in most rural schools be abandoned for clear white paper in separate sheet form. This will not only do away with the necessity or habit of tearing the sheet, rough edged and irregular, from the tablet, but will make for easier reading and by its better appearance generally, offer a better stimulus to correctness and neatness. The use of pen and ink, whenever practicable for work outside of class is recommended for the same reasons.

TEACHING GIRLS AGRICULTURE

The plan of giving the girls some general instruction in farming operations, as well as in gardening, poultry work and dairying, is already accepted by the school, but it is recom-

[1]Mrs. Croxton's material may be secured at a cost of 5 cents from the Southern Woman's Educational Alliance, Richmond, Va. For other valuable material consult the American Social Hygiene Association, 370 Seventh Avenue, New York.

mended that, as opportunity offers, this instruction be increased so as to foster agricultural intelligence among them, as well as among boys. It is well worth while too, to make an effort at gradually instilling into them an analytic habit of mind regarding farming possibilities in their respective areas, and a judicial attitude as to whether to shift the crops or change the methods, or to do both; as to whether farming had better be abandoned in favor of some other and more productive occupation, and whether to leave the section entirely and set up life and establish a family in some place offering more remunerative and stable occupation. This may apply primarily to boys, but since much of the farming reverts to the women because of the frequent absence of the men, and much larger numbers of the girls than of the boys are continuing their education beyond the fifth grade, thus securing more outlook for understanding mountain problems, there is ample reason for giving them the practical aid. Moreover, the possession of this broader understanding by the woman homemaker should prove of inestimable value in the family planning, whether the man of the family is at home to carry on the actual farming or not.

If much of the practical outdoor instruction in farming processes could be given by the supervisor of the school farm, this would doubtless have decided advantages—especially if the boys could be given simple try-out experiences for attempting the efficient methods practiced by him. Even observation, with simple explanations, would have value.

GENERAL NEED FOR VOCATIONAL INFORMATION

There are many signs of the need on the part of both girls and boys for practical vocational information. Attention has already been called to the occupational instability prevailing among the men of the community and to its effect upon family income and family relationships. Mention has also been made of the low level efficiency on which most of the occupations are followed. The boys need observation and practice in more efficient ways of doing things already being done there, and being done with too little efficiency to prove whether they are

occupations worth following locally or not. They need also reliable information about other occupations worth trying out in that area, in order to see whether they would yield an adequate income; and to know too of occupations elsewhere which are likely to match their levels of ability, so that they may be able to make some intelligent comparison. The attention of both boys and girls should also be called to short summer courses of various types at the state polytechnic college and elsewhere.

The girls are hardly less needy than the boys are of suitable vocational information. On the one side some need to be safeguarded from impossibly high aspirations to professional occupations which require training beyond their ability or degree of persistence, and on the other hand they need to be saved from mere drift into domestic service or mill work. They need too a *range* of choice among occupations adjusted to their own mental levels and special capacities. From one angle or another all of the girls in the fifth grade, the one when school leaving chiefly begins, would be helped by some systematic instruction, giving them vocational information and when necessary adjusting it to individual needs. A class in occupations is badly needed by both girls and boys.

The three Brewer self measuring tests helping the children to measure their educational and vocational information and experiences, and their interests as well, could be wisely used for seventh grade pupils, and for all high school girls as a helpful preliminary to final conferences and choices of occupations. They provide an excellent basis too for group discussions and might be introduced into civics, English, or home economics courses, or made the basis for chapel reports, debates, or other discussions. They would provide good material also for the school paper. Special arrangements should be made for giving them to the high school pupils, who are naturally most in need of their help.[1]

PLACEMENT AS A PART OF THE GUIDANCE PROGRAM

Placement may be understood here as meaning giving assistance to the children in taking the next step in education,

[1]These are to be had from the Harvard Bureau of Vocational Guidance, Cambridge, Mass., at extremely moderate cost.

or in getting vocational training, or in finding the right job. Frequently too the placement may helpfully be of the exploratory or preliminary sort. For all of these forms of service the school already recognizes its obligation. A counselor should systematize and gradually extend their scope as well as their efficiency. There is need at this time for special attention to placement of the girls even for summer work, because occupational trends into which they seem to be drifting may not be those which will seem to the school later on to have been wise for nearly so large a proportion.

Although it seems unquestionably wise for the school to decline to retain children who cannot or will not use its opportunities to good advantage, school authorities must ultimately recognize an obligation to give them special assistance in their first adjustments after they leave. This is important whether they return to their former homes or seek out new environments, and is particularly needed because the period spent at the school, might make the adjustment to inferior conditions especially difficult. Also, the sense of failure in the school experience, especially if being disapproved in consequence, are apt to prove poor assets towards this adjustment.

NEED OF BOOKS

Although the school has substantial beginnings of a library, as compared with many other mountain schools, it is very inadequately equipped with such books and magazines as its program of progressive education calls for. Those interested in the school will do well to recall the comments of the ten-year-old librarian that proportionately there are not many books for children to read, and to provide a book fund from which the most suitable books can be bought for recreational and parallel reading by the children, as well as by the teachers, in relation to their work.

ORGANIZATION OF A PUPILS' ASSOCIATION

It is recommended that, as training in responsibility for building up *morale* in the school and for other advantages, all the pupils be organized, as soon as proves practicable, into

a Pupils' Association, with officers, an executive committee, by-laws, regular meetings, etc. Day pupils should be included and also the high school girls, with care taken to see that they do not stifle the initiative of the younger ones. Sectioning the members for certain activities, and regulating in the by-laws the number of offices which the high school girls can hold, are obvious aids in safeguarding this point. This organization would as a matter of course gradually become an advisory one in relation to smaller ones, and could consciously share with the faculty, responsibility for building *morale.* Also the variety of other activities which already exist could gradually be regulated by this organization, as it grew. This would help further in training the older girls in the exercise of judgment, also in the consideration of the relation of one school activity to another, and to the general purpose of the school.

Instances of service which would well be rendered under the auspices of such an organization would be the welcoming of new girls, assisting them with making out the autobiographies, and other such cooperating. A conscious part could also be given the association in working out ways to keep former pupils close to the school, and in deciding on a sort of alumnæ program of welcome and activity when they return in any numbers, besides taking care that individual alumnæ returning get a sense of real contact with the girls and with their activities. Many of the lesser activities suggested here are done at least in part by the older pupils already, but a definite organization would give a rallying point for all such activities, and help in many other ways.

ALUMNAE RECORDS

It is certain that the school cannot develop its own policies in the best way without fairly close follow-up records and study of its human output. Meagre beginnings are being made in this direction, but they should be steadily strengthened. Note should be taken of the fact that the pupil's autobiography provides a record form for reports in after-school years. A spirit of cooperation in the maintenance of these records might

be developed among the girls while they are still pupils in the school, especially by giving them a visualization of keeping in touch with one another through the school. The school counselor should collect, coordinate and study such records. To this end and for many other purposes, the financial provision of a permanent, full-time school counselor is urged.

An Alumnae Association

The formation of an Alumnae Association or its equivalent also awaits attention, although the need for it is of course recognized. Such an association should in itself facilitate the maintenance of the needed records, besides spreading the influence of the school and uniting a constituency which should become increasingly valuable to the school after the fashion of the alumni of Berea College or of the Berry Schools. The school counselor should be quick to utilize reunions, and other visits of alumnae, and correspondence for such records. Lacking another leader for this purpose, she is also a logical person for promoting the organization of the Alumnae Association and for serving under the principal in helping its officers to steer it into stability and effective lines of service.

A Model Mountain Home

In connection with the home economics or home-making work, it is suggested that the school later consider the possibility of having constructed somewhere on the school grounds, a small mountain cabin or frame house to serve as a model home. With this as a centre, not only home-making in the narrower sense, but standards and techniques of mountain life in general could be grouped around it and could include provision for social and recreational life, the application of what had been learned in budget making, the correlation of garden and poultry projects, and many other school interests and activities, for direct application to mountain life.[1]

[1] This suggestion connects directly with the plan for a Country Life Club in every rural school, as explained fully in the volume *Guiding Rural Boys and Girls*, which forms a part of the series of rural studies to which the present one belongs. See *Bibliography*, pp. 213-14.

COMMUNITY CHILDREN AS BOARDING PUPILS

The innovation of accepting several local pupils for boarding in the school would, if practicable, seem desirable for many reasons. The low rating recently assigned the community homes shows the urgent need for stimulating higher standards among them.[1] This improvement is evidently not being accomplished to any marked extent by daily attendance of the local pupils. A more intensive type of training seems needed by local children both in general home making skills and in personal habits. In a sense, the inquiring public will naturally look to the school to raise the standard of community living. Every practicable aid is evidently needed to influence this. Moreover, the proximity of these homes to the school, provides a laboratory within easy reach and one where influences and the results can be steadily observed.

HEALTH NEEDS

It is recommended that as soon as practicable, physical examinations be given the day pupils as well as boarding pupils, and that if possible the best means of segregation during epidemics be developed.

THE PARENT TEACHER ASSOCIATION[2]

The Parent Teacher Association organized during the school year, 1927-28, undoubtedly contains undeveloped possibilities, although the inhibitions of most of the mothers attending its meetings still make them too inarticulate for real group discussion. Until ways can be found for overcoming this restraint sufficiently, however, the purpose of the association must remain inadequately realized. Ultimately, it should be possible to relate the simple program so directly to their children individually, and to make the discussions of problems about them bear so directly upon solutions which they can understand, that they will be drawn into participation in spite of themselves.

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[1]This was given on p. 14 of this study.

[2]It is natural in view of the widespread consideration of the social value of birth control, that a suggestion should have been made that, giving to the overstrained mothers information regarding it be made a part of the community service performed by the school. The school and community nurse has before her consideration of the possibility of doing this. No recommendation is offered here.

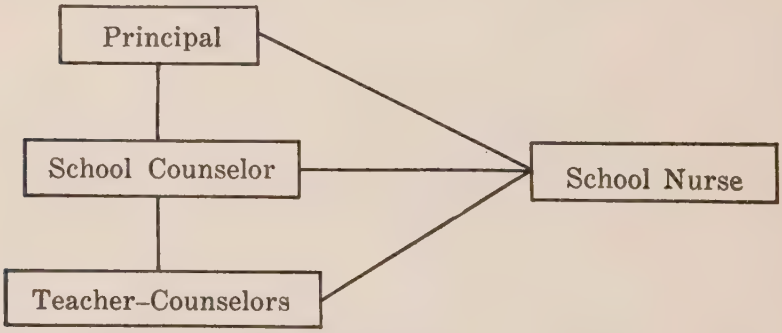
CHAPTER XVIII

ORGANIZING THE GUIDANCE PROGRAM FOR THE FUTURE

ALTHOUGH various plans for organizing guidance programs are given in *Guiding Rural Boys and Girls,* to which the reader is referred for general study, it has seemed best to include in this volume a simple plan of organization based directly upon study of a mountain school including both day pupils and boarding pupils and functioning as both a private and a public school, also to add descriptions of the major duties involved in guidance work in such a school as Konnarock Training School.[1] The outline is intended to be of service to any mountain school.

THE FACULTY AS THE GUIDANCE STAFF

The entire faculty is of necessity involved in any guidance program which approximates its best possibilities. The following plan of organization is suggested for the division of responsibility and work. It should be developed with the realization that the guidance program is only the major part of



[1]Hatcher, O. Latham. *Guiding Rural Boys and Girls.* McGraw-Hill Book Company, New York, 1930.

faculty task re-named, re-set and more systematically undertaken. The preceding simple graph visualizes the relationships of those more directly involved in the guidance program.[1]

To these should be added as soon as practicable, if they are not already in existence, a parent-teacher group for community cooperation. This group and other community ones needed in the best development of a guidance program are discussed in *Guiding Rural Boys and Girls,* in a special chapter.[2]

THE SCHOOL COUNSELOR AND HER DUTIES

The school counselor is, under the principal, the head counselor. The principal may feel it best or necessary to keep this role, herself, but it is a difficult one to combine with the main administrative responsibilities. In any case its successful operation is impossible without her understanding and full cooperation, requiring as it does steady concentrated administrative activity itself. The school counselor's work should therefore be done from that background rather than from that of one teacher's merely trying to enlist the interest of the others. She should, if possible, have the status of assistant principal, and definite assignment of all formal guidance duties would be a logical division of labor for her, with the certainty that they would require all of her time, but would save the time of the principal. On the other hand, if a full time counselor is impossible, and if the principal cannot undertake the task, the teacher best adapted to it should have her teaching reduced to a minimum quantity and, after some training, making a beginning on a part time basis.

The school counselor is responsible to the principal for the program as a whole and for providing whenever needed facts involved in it.[3] She holds, or arranges for the principal to hold regular meetings of the teacher-counselors to discuss guidance problems, although these are in reality, faculty meetings turned to a wider range of faculty responsibility.

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[1]See p. 202.

[2]See *Guiding Rural Boys and Girls,* by O. Latham Hatcher. McGraw-Hill Book Company, New York, 1930. (Forthcoming.)

[3]Although the duties enumerated here will seem heavy, all are concerned with meeting needs which the school already recognizes as of prime importance. It is already working upon meeting most of them. This summary of duties chiefly analyzes and systematizes the task.

She calls special conferences as needed and is the clearing house or centre for collecting and distributing guidance information needed by teacher-counselors. In as labor-saving a way as possible for all concerned, she is responsible for training the teacher-counselors in the basic ideas and simpler techniques of guidance. She sees to it that the right records are established and maintained, that they are made easily available and that the habit of consulting them is developed. She arranges for the giving of tests and sees to it that the results are reported to teacher-counselors regarding girls in their charge, for adjusting their work properly. She is similarly responsible for their knowing and taking into account the results of the girls' physical examinations or other reports of the school nurse as to their condition. She teaches the guidance class which centres and coordinates all guidance activities and information. She collects information about both local and outside occupations and, in consultation with others, devises special ways of presenting the useful sort to the children. She includes the study of occupations in her guidance class. She is usually the official vocational counselor to whom all girls are referred for vocational information and advice. It is recommended, however, that if the principal must assume the general duties of school counselor, she be relieved of the study of occupations and of the vocational counseling by some one else suited to this. On the whole, vocational information is apt to adapt itself best to courses in civics but there may well be incorporation of some instruction of this sort into English, home economics and other subjects. The school counselor has general oversight of extra-curriculum activities, although it may be well to divide the more direct supervision of them among the other teachers.

She should, by the arrangement of the teacher-counselors, interview each of the pupils of approximately fourth grade rank or beyond, once each term if possible, and always in the spring, so as to keep in touch with his general work interests, aspirations and vocational tendencies, and so as to prepare to be of service at the important time of decision later on, whenever that may develop. She will need to study out new or less recognized but practical ways for girls and house-

wives to earn in the country and to help in devising such training for these skills as will accomplish efficiency with the least possible expenditure.

TEACHER-COUNSELORS

These are the regular teachers, with special responsibility given them for the educational and personal counseling of certain pupils definitely assigned to them, instead of merely helping when they can, with any or all pupils. It is suggested that because of her many other duties, the school counselor be free from this type of responsibility, whether she is a teacher or not, and that the entire body of pupils be divided into groups according to the number of teachers. If possible to avoid it, no teacher should hold this teacher-counselor relation to more than twenty-five pupils or at the most, to thirty.

It is suggested that the teacher-counselor be responsible for securing at the opening of school, the official school record and autobiography for each child in her charge and for seeing that these are kept up. It is her duty, also, to complete the Home and Parents' Record, if possible, and as soon as possible. If the home visit has not been made by her, she should be responsible for assembling and filing the information secured. If possible, this visit should be made before the opening of school; if not, all possible information about home and parents which is available through correspondence or through adult acquaintance near by, should be in the hands of the teacher-counselor when the child consigned to her enters. She should have direct contact too with parents coming to enter any child who is to be in her charge, or for any subsequent visits. It is assumed that teacher-counselors must be trained.

The school nurse should be considered an active member of the guidance staff, both for her own understanding of other problems involved, and as a health-counselor for keeping health considerations before the staff in making other decisions.

PARENT GUIDANCE

A Parent Teacher Association should be maintained as a factor in any guidance program and its program of parent

guidance, provided tactfully by the school, should run more or less parallel with the major problems of the school which are dependent upon parental cooperation for solution. Such a program kept free of any trace of rigidity could prove increasingly valuable in at least three important ways: in acquainting parents, in their own terms, with the point or value of education for their children, in enlisting their cooperation in solving certain problems, and in getting from them practical information which will increase the school understanding of the home point of view.

At times it will be well to invite the older school children of the community to the meeting in order to have parents and children discuss certain problems where both points of view are needed. This might apply to those attending the Konnarock High School, whether resident at Konnarock Training School or not.

An instance of the type of school problem dependent upon the home and especially suitable for discussion at an early meeting is that of the need of facts for the Official School Record and the Home and Parents' Record. These records in up-to-date form are obviously needed when the school opens and could best be discussed at a meeting just before this; but, if the meeting is later and there are delays regarding the Home and Parents' Records, this may be a means of completing them for community homes and parents.

What would be stressed in the meeting, however, and could bring very helpful explanations would be the relation which the child's general welfare has to various subjects about which information is being sought for the records. Brief discussion of such questions as those relating to his or her health, home duties, recreations, abilities, vocational interests, aptitudes and aspirations in some very simple and perhaps graphic way, their relation to happiness, and ways in which the school is working to help in all these directions would introduce the work of the school year well and pave the way for fuller discussion of the specific questions later, at the most appropriate time in relation to the school's need for parental cooperation.

Another subject which could well be discussed early in the year is that of regular and prompt attendance at school—

its relation to poor work, to falling behind, to losing interest, etc. This will naturally lead into discussion of home chores and of work-planning, possibly to some simple demonstrations of effective ways of working, given either by the home economics pupils or by the teacher. Real participation in the discussion may be very slow at first, but this should only lead to more simplified ones.

The Parent Teacher group could well have one or more interpretative talks from the school counselor or the teacher of the guidance class on the importance of encouraging their children to choose their occupations thoughtfully and to study, before they enter them, what they need to know in order to follow them successfully. Special effort should be made to have the father at this discussion. Also, the presence of the school children, especially the boys, for a part of the meeting would be very desirable. This meeting might follow the one on the values of education, with the counselor pointing out, in a broad and simple way, the amounts of education needed for the different occupational levels and the gratifications which those of the higher types have to offer. Illustrating here chiefly, from mountain occupations such as engineering or forestry, the upper occupations in the mining industry could be cited in full, this would obviously need cautious handling. But it seems likely that in order to influence the capable community boys to any extent in higher standards of education and of training for work enough of the community fathers must be reached and won, to create some beginnings of masculine public sentiment in that direction. Use is recommended of slides, or if possible, of such films as are provided by the International Harvester Company for cost of transportation alone, to show vitalized methods of agriculture, as a feature of a meeting dealing with vocational training. The folder—*Sleeper Johnson,* available from the same sources and dealing with qualities which enter into vocational success, would provide both entertainment and profit. Discussion of part-time occupations for women home-makers might yield helpful information from their own or others' experiences known to them. This joined to what the school children from a distance might contribute might ultimately suggest to the

school types of training to be included in the home-making program and lifted to a higher level of efficiency.

"What They Take Delight In"

One of the counselors for the Southern Woman's Educational Alliance, was making her first cabin visit, a bit doubtful as to the appropriateness of vocational guidance for these remote, mountain people. The cabin was a weathered shack topping a knoll on the edge of the big lumber camp outside the village, but it had somehow an air of real taste and fitness, with creditable lines and potted plants on the porch. She was not surprised, for the three children in the school were distinguished for their delicate features and winsome responsiveness.

The faded, tired mother talked eagerly with her guest, as she fondled her sick baby, peering from her hollow eyes through heavy spectacles. The hair drawn tight back from her thin face was already gray, although she was only thirty-six. The room was very neat.

As we talked of her three children at school, she said:

"That's what their father and I have always said: we study what they take delight in. Now E., he takes delight in machinery; he can take the Ford apart and make it go better than his father already. Couldn't he foller engineering? Does he like mathematics? He wouldn't be a real member of this family if he didn't. We moved here for their school'n', and we are count'n' on movin' over the mountain to E., as they can go to college—when they get ready. Their father works in the mill but we bought the farm because we just couldn't get ahead without some land. We'll sell it when we go.

"Then there's E. Grandfather M. says he ought to be a lawyer; but Uncle H. says 'salesman'—he just makes people want to buy a paper. B.'s only nine yet; we're studyin' on him. Now my girl here; she wants music—just like I always did—only I couldn't have it."

And she led her visitor proudly into the little parlor-bedroom where across from the bed and the table piled with books stood a shining new organ.

"See, we got a way so she can teach herself. A man made it that couldn't make sense of the notes noways; he said there just must be a better way. Now W., play 'Lead Kindly Light'—"

And she listened wistfully as the shy girl picked out the notes irregularly, hurrying through the easy places, and struggling over the hard ones, and then asked:

"Don't you think it's all right for them to follow what they take delight in?"

NEED IN MOUNTAIN SCHOOLS OF HIGHLY TRAINED TEACHERS AND ADMINISTRATORS

The mountain problem is such an acute one, sociologically, educationally and economically, that it obviously needs people of long vision, broad culture and aliveness to new light on all these problems. Comparatively few of those working in the smaller schools have until recently had any such preparation. Unless young college women of the right type are increasingly enlisted to work in such schools, it is unlikely that the financial resources of these schools will permit them to lift this scale of preparation of teachers to any appreciable extent. Many young college women whose undergraduate courses would give them valuable background for such work are already interested to have some experience in it, but do not know how to connect themselves with suitable schools. Some proportion of such teachers would doubtless become permanent in such work, and numbers of them would probably be willing to supplement their equipment by courses in education, in the giving of the simpler tests, and in educational and vocational guidance.

MAJOR ACTIVITIES IN A GUIDANCE PROGRAM

Below is presented a graph summarizing major guidance activities in a rural school throughout the twelve grades. It is drawn from the volume, *Guiding Rural Boys and Girls,* which is to be considered supplementary to the present study and used in applying it.[1]

[1]Hatcher, O. Latham. *Guiding Rural Boys and Girls.* McGraw-Hill Book Company, New York, 1930.

MAJOR ACTIVITIES IN A GUIDANCE PROGRAM[1]

PUBLIC SCHOOL GRADES IN WHICH THESE ACTIVITIES SHOULD OPERATE											
1	2	3	4	5	6	7	8	9	10	11	12

Suitable School Records Installed and Cumulatively Developed

Testing and Adjusting Work to Individual Ability

Teaching by Activities as Well as by Books

Social Science Studies, Sufficiently Localized

Guidance in Extra-Curricular Activities

(Form) Guidance Letters to Parents About Children

Consecutive Educational Guidance Counseling; Vocational as Needed

Guidance in Relation to Beginning and Continuing High School Attendance

Guidance as to High School Electives

Guidance as to Going to College

Visiting Higher Educational Institutions

Study of Occupations, Including Visiting Occupational Centers

Tentative Occupational Choices, When Desirable

Try Out Courses

Guidance in Relation to Vocational Training

All Practicable Assistance With Necessary Placement

Follow-Up and Part-Time Instruction for Those Who Have Left School Early, to Work

Aid in Making Next Step After Graduation

[1]This chart is intended to suggest the points in the pupil's school life when it is usually desirable to begin certain guidance activities, and the years of school life through which they should ordinarily be continued. Each activity is applicable to all the grades indicated by the lines enclosing the description. Different schools may disagree as to the best time or the practicable time for beginning several of them. Local conditions may make it desirable to vary within a grade or two the time at which certain guidance activities are introduced. Moreover, individual need should always take precedence of grade considerations in guidance problems.

CHAPTER XIX

KONNAROCK TRAINING SCHOOL IN 1929-30

DURING the school year 1929-30, the study of conditions at Konnarock Training School has not been undertaken by the Southern Woman's Educational Alliance in any intensive way, as the task of editing the results of the three years of earlier study and experimentation has been an engrossing one, and the school was capable of going forward on the basis of the practical part which it had taken in both the research and the experimentation.

A year of unusual healthfulness has succeeded one marked by two serious epidemics, and although some excellent members of the faculty did not return, the school has proved very fortunate in their successors. The tests have been given as usual and condensed reports of them have been combined with those for the school years 1926-29. The Girl Scout patrols recommended and wanted from the earlier period of the study have been very successfully organized and so afford especially good outlets and development for mountain girls, both at the school and when they return to their homes.

The decision to establish a boys' school in the village, as already explained, will go far to solve various problems of that general area, if the faculty objectives, and techniques of the school are so selected as to bring to bear upon the boys' problems, individualized methods of education, knowledge of economic possibilities and impossibilities in the region, etc.

It is very gratifying to note, in view of all that has been previously written in this connection, that plans are being made at the school for the principal to attend the summer session of 1930 at Harvard University, for study of the more academic phases of educational and vocational guidance and

for the widened outlook which the experience is sure to mean. This seems sure to mean soon too the desired unifying and pointing up of the many assets which the school already possesses towards a well dimensioned guidance program and there is every reason to believe that the school will continue its intelligent and devoted effort to bring the best, and so the best suited, that modern education has to offer, within the reach of its mountain girls. To the extent to which it accomplishes this, it will be doing a potential service to other schools with similar problems. It is hoped that those financially responsible for its maintenance will be increasingly interested in the last of these stimulating possibilities, as well as in the first.

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APPENDIX

RECORDS

With slight modification the following record forms were installed during the second year of this study for use in the school. They are based somewhat closely on the schedule originally used in the study, but represent also improvements developed as the study advanced. They consist of three parts—the pupil's own part, which is the Autobiography; the Home and Parent Record, gained by the investigators visiting the home, and the Official School Record or Cumulative Record Folder. All of them may be considered by schools as goals to be attained gradually, so far as this point of view is necessary, but the more the better and the difficulty lessens quickly when the right start has been made, especially as the children almost invariably enjoy preparing their "Autobiographies," and the older experienced pupils can help the newer and younger ones.

These record forms are recommended for use in full by those who can compass all the requests for information. Others may use them for filling in as much as possible, and for reaching each year further towards the goal of completeness.

MY AUTOBIOGRAPHY

Name.....

Address.....

School.....

Prepared by the
SOUTHERN WOMAN'S EDUCATIONAL ALLIANCE
401 Grace-American Building
Richmond, Virginia

Acknowledgments are made of suggestions for this autobiography from record forms used in many school systems—especially those in Baltimore and Providence. Even more indebtedness is gratefully acknowledged to the schedules used by Dr. Lewis M. Terman in his *Genetic Studies of Genius* for studying both superior and average children. Although his schedules were designed to reflect the environment and interests of urban children, they were valuably suggestive at many points.

Message from the Principal

The plan of this biography has been worked out as the simplest way for those of us who are interested in making your high school experience worthwhile, to come to know you quickly and more intimately than we otherwise might. Unless we do, we cannot give you our best cooperation, because we shall be needing better understanding, and everything suggested here has its own importance.

The plan is not a new one and, wherever tried, it has met with full cooperation from the pupil. It is not for other pupils' information. Make it just as complete as possible. It will be, always, the link between you and the school, and even after you leave, we are hoping that you will wish to keep it alive, by sending back some brief yearly record of achievement.

.....

Principal.

PICTURE

Instructions to the Pupil

1—Where two or more answers or other words are given, put a circle around the right one.
2—If anything used to be true but is not true now, put *U*.
3—If you think an answer correct but are uncertain, give it but put a question mark in front of it.

MY AUTOBIOGRAPHY

My name is.....
Last name Middle name First name

My address is.....

I was born in the year.....on the.....day of.....

at .....

I live in open country, village, town (underscore). This has been my home for.....years. Besides my birthplace, I have lived in these places:

My family lived in.....for.....before I was born.

Name of each place where I have lived in the order in which I have lived there

Name of place	for.....years	when I was from.....years old to.....years old.

I have visited:

MY FAMILY

My father's name is.....He is.....years old.

was.....He was.....years old.

He died.....years ago.

He was born in..... He has lived here.....years.

He completed.....grades in the elementary school;.....years in high school;.....years in college;.....years in.....

..... His present occupation is.....

..... He has also been a.....

Besides his business, he is especially interested in:

Church work and belongs to these church societies:

.....

.....

Community work and belongs to these community clubs:

.....

.....

Home activities of this sort, (e. g. flowers, reading, radio, etc.):

.....

.....

My mother's maiden name was.....She is.....years old. She died.....years ago. She was.....years old. She was born in....., and she has also lived in or near .....before I was born. She completed.....grades in the elementary school;.....years in high school;.....years in college; .....years in..... Her occupation before her marriage was..... Since marriage, besides the usual home making, she has also done.....

She is interested in:

Church work and belongs to these church societies:

.....

.....

Community work and belongs to these community clubs:

.....

.....

Special home activities of these sorts, (e. g. home decoration, fancy gardening, etc.).....

My grandparents live in.....

I have.....brothers and.....sisters:

I am giving these facts about those who have left school:

Name	Age	Grade Reached	Occupation	Living in City, Town or Country	Married

These are now in school or college:				These have not yet entered	
Name	Age	Grade	Name of School	Name	Age

My.....and.....also live with us.
(e. g. grandmother. grandfather, cousin, aunt)

This is a picture of our family group:

OUR HOME

This is a picture of our home:

Underscore:

We $\frac{\text{do}}{\text{do not}}$ own it. We have.....acres of land, upon which we $\frac{\text{live.}}{\text{do not live.}}$

Our home is on a state highway, county highway, side road, macadam, concrete, sand clay, clay.

The nearest village is.....and it is.....miles away.

We are.....miles from the nearest town,.....miles from our nearest neighbor, and.....miles from the nearest doctor.

We $\frac{\text{have}}{\text{do not have}}$ a trained nurse, or public health nurse within our reach.

Some of us go to town every..... Those usually going are .....

The chief crops on our farm are.....

We have.....car,.....truck.....head of stock.

I am allowed to drive the.....

I live a distance of.....from school and reach it by.....

Our home is of brick; frame, painted; frame, unpainted; logs.

It is heated by.....and lighted by..... We have running water. We get water from a.....

We have.....rooms. These include $\frac{\text{a}}{\text{no}}$ living room, $\frac{\text{a}}{\text{no}}$ bath room, and.....bed rooms. I sleep alone, or with.....

We have the following conveniences in our home: washing, ironing, or sewing machines; outside help in cleaning, cooking, washing, ironing, nursing.

We have about.....books in our home.

We take these magazines and papers:.....

.....

.....

.....

We have these musical instruments:.....

.....

These instruments are used by:.....

Home Duties: My regular duties each day, or week, at home are:

Duty	How Frequently every	I like it	I dislike it	I do not mind it
		(Check the right one)		

My occasional duties are:.....

.....

The children of my family $\frac{\text{have}}{\text{do not have}}$ an allowance for spending money. Mine is.....each..... I $\frac{\text{earn}}{\text{do not earn}}$ mine.

Recreation and Social Life.

My family takes some of its recreation together by.....
.....

The main ways in which grown people in our community get together are at church, at clubs, at lodges, at.....
.....

Those which the young people get together to do are.....
.....

My best friend is.....away. I see $\frac{\text{him}}{\text{her}}$ about.....
..... We have $\frac{\text{few}}{\text{many}}$ visitors and I visit away from home about.....

I have been to.....parties or picnics within the past year, and to.....program entertainments held in some public place (e. g. a play, an operetta). I go to the movies about..... and to town (not the village) about.....

MY EDUCATION THUS FAR AND PLANS FOR MORE

I was.....years old when I started to school. I $\frac{\text{attended}}{\text{did not attend}}$ kindergarten. I began in the.....grade and I have repeated the..... .....grades and skipped the.....grades.

I have attended the following schools:

School—Name and location. If doubtful give what you think with question mark in front.

	We had teachers	for months	I finished grades
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

As a rule I spend about.....hours at home studying my lessons.

I should like to stay in school through the.....grade, and then take .....years in.....

I am planning to stay in school through the.....grade, and then take .....years in.....

My parents would like me to stay in school through the.....grade, and then take.....years in.....

MY EXPERIENCE IN WORK

I have earned money in these ways:

Kind of work	About how much money earned	How long ago

WHAT I LIKE—MY INTERESTS

Ways in which I like or should like to spend time are shown here in the list given below by my putting two circles around each of those which I like very much indeed, and one around each of those which I like, but not so much. I am adding anything else which I do not find listed here:

Reading

Studying

Recreation—playing games

Social festivities—
Parties, picnics, camping out, hiking, dancing

Working with tools and machinery
"Projecting" with radio, etc.

Home-making
General farm work
Gardening—vegetables, flowers
Keeping house
Sewing, cooking, "fixing up the house"—decorating, repairing. Taking care of little children.

Fancy work
Knitting, crocheting, embroidering, etc.

Music
Studying, playing or singing for others

Art—drawing, painting, designing

Dramatics
Acting: "setting up a play"

Public speaking
Debates, speeches, essays

Managing other people or directing things

Other things

.....

.....

.....

.....

.....

.....

How I Spend My Free Time—My Leisure

.....
.....
.....
.....
.....
.....

These are all of the ways that I can possibly remember, and include the list of all my games or recreations now. I am putting two stars (**) at the top of each of those which I like very much indeed and one (*) at the top of each of those which I like, but not so much:

.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

I am listing here those which I used to play but have given up and marking them in the same way as in my list preceding this:

.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

I am listing here games and recreations which I should very much like but do not have a chance to enjoy:

.....	.....	.....
.....	.....	.....

WHAT I READ AND LIKE TO READ—MY READING INTERESTS

Of the books which I am naming here as having been read by me at any time, I like best those with two circles around them and next best those with only one circle around them:

.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

....
....
....
....
....

I am listing all that I can possibly remember except that where I have read very many from one author, I merely give the author's name and state that:

....
....
....
....

I am listing books which I began but did not complete because I did not like them and I am giving my reason for not liking each:

.....
.....
.....
.....
.....
.....

I like best these kinds of reading:

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

SUBJECTS WHICH I LIKE TO STUDY—STUDY INTERESTS

I am putting two stars (**) in front of those which I like very much; one star (*) by those which I like, but not so much; two small circles (oo) by those I dislike very much; and one circle (o) by those I dislike, but not so much:

Art, etc.
- Drawing
- Music (instrumental)
- Music (singing)
- Painting

English
- Composition
- Debating or speaking
- Dramatics
- Grammar

- Literature
  - Penmanship
  - Reading
  - Spelling
- Foreign Language
  - French
  - Latin
- History
  - Ancient
  - Medieval
  - Civics
  - U. S. History
- Mathematics
  - Algebra
  - Arithmetic
  - Geometry
- Physical Education
  - Folk dancing
  - Games and sports
  - Physical training
- Practical subjects
  - Agriculture
  - Bookkeeping
  - Cooking
  - Sewing
  - Typewriting
- Science
  - Science, general
  - Botany
  - Geography
  - Nature study
  - Physical geography
  - Physiology

I am underscoring twice the studies that are very difficult for me and once those I find hard but not so difficult.

MY FUTURE OCCUPATION—OCCUPATIONAL INTERESTS

I have at least heard of the following occupations in which men, women, or both are engaged. I am writing *M* by those I think suitable only for men; *W* by those I think suitable only for women and *B* by those I think suitable for both:

....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....

The occupations, in which I am somewhat interested for myself, are:

Occupation	Education needed for it: High school years	Education needed for it: College years	Business or Professional Training: years
1st choice			
2nd choice			
3rd choice			

My father would like me to be a.....

My mother would like me to be a.....

I should like to have a chance to try myself out a little with reference to the occupation of.....which interests me. I need / do not need and should like / do not care to have some training for a simple occupation, by which I could earn something now. I could / could not undertake this training in the summer.

When I finish school, I would like to live in the country / a town / a city because.....

.....

GROUP CONTACTS

I have belonged or do belong now to the following clubs, teams, or societies:

Name of Club, etc.	Years	No. in Group	Offices Held

I attend.....Church of the.....denomination regularly / irregularly every.....and Sunday School regularly / irregularly every.....

I am / am not a member. Our church is.....miles from home.

I belong / do not belong to the (young people's society of the church). I attend it regularly. / irregularly. I take part in it by.....

ADDITION TO MY AUTOBIOGRAPHY FOR THE YEAR 19.....

My address is.....

During this past year I have studied the following subjects. I am marking

those I like or dislike as I did last year according to page of my autobiography:

.....

.....

.....

.....

I have belonged during the year to the following groups, clubs, societies, etc. I am indicating any position of responsibility which I have held in any of them during the year.

In school organizations:

.....

.....

.....

.....

.....

.....

In organizations outside the school:

.....

.....

.....

.....

.....

I have succeeded in winning (prizes, or other honors for achievement in school or out):

.....

.....

.....

.....

My chief recreations have been:

Outdoor.....

.....

.....

Indoor.....

.....

.....

My social life has consisted mainly in:

Things growing out of the school.....

.....

Other things.....

.....

I am chiefly interested in these vocations.....

I am looking forward to.....When I finish

.....school and I $\begin{matrix}\text{know}\\\text{do not know}\end{matrix}$ the courses I should take for that purpose.

I $\begin{matrix}\text{have been}\\\text{have not been}\end{matrix}$ taking the right ones this past year.
This summer I expect to.....

NAME

YEAR OF GRADUATION OR OF LEAVING SCHOOL[1]

I should like to be remembered in the school and to help in keeping up the records of what its former pupils are doing. Also, when the school alumni and alumnae come together, I want them to know that I am thinking of them and as one of them, I am sending this news of myself:

This year I have been in.....
I have been occupied in.....
.....
and the chief happenings in my life have been:.....
.....
.....
.....
.....
As evidence of my accomplishment this year, I have.....
.....
I am looking forward to accomplishing.....
.....in the next year.
My recreations and avocational interests now are.....
.....
I hope to return to the school for a visit in.....
I belong now to these organizations:.....
.....
.....
.....
.....
and in them work actively.

[1]Return this to the high school last attended by May 1.

CHILD'S MEDICAL RECORD

Reproduced by permission of the American Child Health Association, New York City

Form Ca Number

Child's Name Sex Date of Birth Nationality or Race of: Father Mother

Family History:

	Living	If dead, cause of death
Father		
Mother		
Children		

Mention any physical or mental defects (especially insanity, feeb mindedness, epilepsy, tuberculosis, rheumatism, chorea, he disease, syphilis, gonorrhea, alcoholism) in the family or relatives in others who have lived or are living in contact with the child:

Child's Physical History:

Birth: Term Weight
Condition Delivery
Infant feeding: (Kinds, changes, and age weaned)
Development: (Striking facts as to progress or retardation)
First teeth (Age) Walked alone (Age)
Talked in sentences (Age)
Habits: Enuresis—Diurnal Nocturnal
Sexual
Injuries
Operations

Previous illnesses (with age):

Measles at Tonsillitis at
Scarlet fever at Rheumatism at
Diphtheria at Chorea at
Mumps at Growing pains at
Whooping cough at Earache
Pneumonia at Colds
Hygiene: Appetite Coffee Tea
Sleep Bowels
Exercise Baths
Diet (Inadequacies)
(Infant's formula)

Initial Examination	Routine Re-Examinations	
Date 19 Height in. Weight Lbs.	Date 19 Ht. in. Wt. lbs.	Date 19 Ht. in. Wt.
Normal Wt. ( ) % Under wt.		
Signs of malnutrition		
Skin		
Head Scalp		
Eyes Sight		
Ears Hearing		
Nose Discharge		
Tonsils Adenoids		
Glands		
Teeth		
Heart		
Lungs		
Abdomen		
Spine Posture		
Extremities		
Genitals Rectum		
Temp. Resp. Pulse		
Nervous System		
Abnormalities		
Nutrition		
General Condition		
Mentality		
Examined by Dr.	Dr.	Dr.

Tests and Inoculations

Advised	Date	Result	Date	Result	Advised	Date	Result	Date	Res
Wassermann					Vaccination				
Vaginal smear					Throat culture				
Schick test—Im'ized					Pirquet				
Hook Worm					Urinalysis				
Dick					Blood Count				

Date	Physician's Remarks and Recommendations

Continuous Height and Weight Record

Date	Age	Height*	Actual Weight*	Average Weight for Age and Height	% Above or Below Average*
On Admission					

*Child should be measured without shoes and weighed in his indoor clothes, without shoes or coat. 10% below average or 7% above needs attention.

Illnesses While in Care

Date of Onset	Diagnosis	Hospital	Physician	Duration	Remarks

Correction of Defects, Health Habits, General Physical Development

HOME AND PARENTS' RECORD

Note: Where lists or choices are given, put the mark (X) by those to which the question applies.

I. DAUGHTER OR SON

Name of pupil.....Birthplace.....

Date of birth.....Address.....

II. FAMILY

Father: Name..... Birthplace.....

Age.....Education.....

Occupation: Present .....

Previous.....

If farmer, landowner or tenant.....Acres of land.....

Length of time in present community.....

Other places of residence.....

Activities and interests:

Religious.....

Community.....

Home.....

Mother: Maiden name.....Birthplace.....

Age.....Education.....

Occupation: Before marriage.....

Since marriage:

Craft work	Dairying
Canning	Poultry raising
Baking	Flower raising
Trucking	Sewing

Miscellaneous

Length of time in present community.....

Other places of residence.....

Activities and interests:

Religious.....

Community.....

Home.....

Brothers and Sisters:

Name	Age	Amount of Education		At Work	
		In School (State Grade)	Left School (State Grade)	Kind	Where

Present members of household (name in terms of relationship to.....).

Relatives:	Living	Where	Amount of Education	Present Occupation
Grandfather				
Maternal				
Paternal				
Grandmother				
Maternal				
Paternal				

III. HOME

Location: Road: State highway....., county highway....., side road..... Macadam....., concrete....., sand clay....., clay.....

Distance from school.....Church.....Town.....

Nearest neighbor.....Nearest doctor.....

Family recreations:.....

.....

Trips to town weekly.....Those usually going.....

.....

Cultural Surroundings:

Investigator's estimate:

Books in home.....

Magazines and papers.....

Musical instruments.....

Who uses them?.....

Construction and Arrangement:

Construction of home: Brick....., frame painted....., frame unpainted..... log.....

How heated?.....How lighted?.....Running water?.....
No. rooms.....Sleeping rooms.....Bath room.....Living room.....
Labor-saving devices in home.....
Is there outside help for such duties as cleaning, cooking, washing, ironing, nursing, sewing?
Farm duties: List.
.....
.....
.....
General description of home, upkeep, general appearance and striking details .....
.....
.....
.....
.....

Yard:.....

Farm: Chief crops.....
Automobiles: Truck?.....Tractor?.....Car?.....
Does.....drive either car or horse?.....

Home Duties:
What regular duties are required of.....at home?.....

Recreations:
Does.....go to parties?.....How often?.....
Does.....go on hikes and picnics.....How often?.....
Is.....allowed to have "dates"?.....How often?.....
How often does.....go to movies?.....With whom?.....
Does.....like to go visiting in the neighborhood?.....

Physical Data:
Does.....have colds frequently, occasionally, rarely? (Underline)
Does.....have headaches frequently, occasionally, rarely? (Underline)
Has.....had serious illness?.....
Does.....sleep in room alone?.....Bed alone?.....

IV. EDUCATIONAL DATA

Age of entering school.....Grade entered school.....
Grades skipped or repeated.....
Estimated number days missed last year.....this year.....
Attitude towards school.....
Give reason.....
Does.....take music or any other special lessons?.....
.....
.....

Are you planning to have.....finish high school?.....
Are you planning to send.....to college?.....
Where and for how many years?.....

V. INTERESTS

Does.....prefer to play indoors or outdoors?.....
What are some of the things.....likes to do indoors?.....
.....
.....
What are the things.....likes to do outdoors?.....
.....
.....
Are there any things.....would like very much to do that you do not want.....to do?.....

VI. OCCUPATIONAL INTERESTS AND ACTIVITIES

What would you like for.....to do when.....finishes..... education?.....
.....
What would.....father want.....to do when.....finishes .....education?.....
.....
How old would you like.....to be when.....marries?.....
Would you like for.....to live in the city, in town, or in the country?.....Why?.....
.....

VII. HER SOCIAL ATTITUDES OR TENDENCIES

Is.....the leader of the group or does.....prefer to follow others?.....
Does.....like to meet new people?.....
Is.....shy among friends?.....Among strangers?.....

CUMULATIVE RECORD FOLDER—OFFICIAL SCHOOL RECORD

Note: This folder summarizes the content of the Autobiography and that of the Home and Parents' Record. It provides also for other needed data over a period of 6 years.

Those who find the number of items here intimidating may begin as simply as they choose to adopt a cumulative folder for each pupil, provided they take care to make it the receptacle for all data and correspondence with or about the child. Even a plain manila folder is a worthy beginning, where courage can go no further.

1.

Last Name	First Name	Middle Name	Religion	Date and Place of Birth	M. F. Sex	W. C. Color

2. Year																								
3. Grade attended																								
4. Age — Mental																								
4. Age — Chron.																								
5. Intelligence quotients																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24

Achievement Tests and School Marks — ● Standardized tests ○ Letter grades ● Height and weight — + Local percentiles

	Percentiles	Grades
6.		A
7.	98	
8.	93	A−
9.	95	
10.	84	B+
11.	90	
12.	69	B B−
13.	85	
14.	50	C+
15. ●	80	
	31	C
	75	
	16	C−
	70	
	17	D
	65	
	2	F
+		F

	16	Studies and tests taken
	17	
	18	
	19	
	20	
Photograph	21	
	22	

75. Number of brothers older | Number younger | Number of sisters older | Number younger

22	Subjects						
23							
24	Discipline						
25	Counselor						
26. Names and types of schools attended							
27. Reasons for leaving							
28. Number days absent							
29. Causes of such absence							
30. Notable accomplishments							
31. Unusual experiences							
32. Clubs, offices							
33.	Athletic						
34. Extra Curricular	Hours a week						
35. Experiences	Non-athletic						
36.	Hours a week						
37. Summer experiences							
38. Study conditions and hours of study a week							
39. Educational aspirations							
40. Educational plans							
41. Vocational and professional preferences							
42. Other vocational interests							
43. Parents' voc. and prof. preferences for pupil							
44. Physical disabilities							
45. Health							
46. Mental health							
47. Social adjustments and home conditions							
48. Distance to school							
49. Method and hours of transportation							

50.	Visits away from home							
51.	Movies							
52. Recreations	Parties and picnics							
53.	Entertainm'ts							
54.	Other forms							
55. Scholarships or loans								
56.	Type							
57. Vocational experiences	Duration							
58.	Pay							
59.	Hours a week							
60 Support of self and dependents								
61. Pupil's addresses	Home							
62.	School							
63.	Telephone							
64. Personality Ratings	+2							
65.	+1							
66.	0							
67.	−1							
68.	−2							
Personality measurements								
69. Names of tests used								

Name	Health	Religion	Birthplace	Education, Degree and Kind	Occupations	Chief Interests	Addresses	Tel.
70. Father								
71. Mother								
72. Step-parent								
73. Guardian								

74. Total number brothers and sisters living at home	Other residents of home	If parents separated give date	
75. Number of brothers older	Number younger	Number of sisters older	Number younger

76. Number who have attended college							
77. Their occupations							
78. Number living in city							
79. Number living in country							

	Year						
80.	General appearance and striking detail						
Home 81.	Conveniences						
82.	Type of Community	Before 10	After 10	Does family own home?		Family status in community	
	Year						
83. Home duties of pupil							
84. Reading interests							
85. Chief interests							
86. Vocational try-outs							
87. Special aptitude							
88. Pupil's plans for future residence							
89. Attitude towards school of pupil's parents							

90.

NOTES

Personality Report

Reproduced by the courtesy of the American Council on Education.

The information on this sheet is confidential

Name of student.....Name of institution.....

Please return this sheet to.....

Selection and guidance of students are based on scholastic records of achievement, health and other factual records. Personality, difficult to evaluate, is of great importance. You will greatly assist in the education of the student named if you will rate him with respect to each question by placing a check mark on the appropriate horizontal line at any point which represents your evaluation of the candidate.

If you have had no opportunity to observe the student with respect to a given characteristic, please place a check mark in the space at the extreme right of the line.

In the rectangle below each rating scale, please describe briefly and concretely significant performances and attitudes

In the rectangle below each rating scale please describe briefly and concretely significant performances and traits which support your judgment and which you yourself have observed.

Let your statements answer specifically the questions of the rating scale by showing how the student manifested the qualities mentioned.

Do not be satisfied with the statement of an opinion concerning matters of fact, if the facts themselves can be presented.

Select those illustrations of conduct which are consistent with the personality of the student as you have observed and understood it.

Bear in mind that from as many accurate observers as possible the college desires to secure concrete descriptions of the student's personality as exhibited in many situations and that the purpose is an understanding of the student's personality as a whole, so that he and all concerned with his education may guide his development to the highest.

The following items illustrate the way in which observers have reported evidence in support of their checking of the highest answer to the second question (B):

Of a college senior: "In my course in Elizabethan drama, he voluntarily built to scale models of the Blackfriars Theater and the Fortune Theater based on the work of Chambers, Albright and others, and demonstrated Elizabethan methods of staging several of the plays read."

Of a college senior: "Independently collected and classified correctly one hundred type specimens of fossils found in the neighborhood of the college."

Of an eighth grade boy: "Finding in English assignment, the introduction to Burns' 'The Cottar's Saturday Night,' a reference to Robert Fergusson's 'The Farmer's Ingle' as a possible inspiration of Burns' poem, he looked up Fergusson's poem in the home library and compared it with that of Burns. At the same time, desiring to read Burns in the Scottish way, he mastered the phonetic system of Sir James Wilson's 'The Dialect of Robert Burns as spoken in Central Ayrshire', which he also found in the home library, and so interested the boys of his class in the pronunciation of Scottish words that even at the end of the year the lads still called each other by appropriate Scottish nicknames and used Scotticisms which they found in Burns and Wilson."

"At the age of eleven began collecting diatoms from local ponds and streams and studying their forms under his own microscope. Now possesses collection of microscope slides, including some presented to him by scientists in Department of Agriculture and Carnegie Institution, specimens collected by Shackleton, Scott and other expeditions."

How well do you know this student?.....

.....

.....

.....

Signature Date Position Address

(OVER)

Name of student.....

A. How are you and others affected by his appearance and manner?

Avoided by others	Tolerated by others	Liked by others	Well liked by others	Sought by others	No opportunity to observe
					____

Please record here instances that support your judgment.

B. Does he need constant prodding, or does he go ahead with his work without being told?

Needs much prodding in doing ordinary assignments	Needs occasional prodding	Does ordinary assignments of his own accord	Completes suggested supplementary work	Seeks and sets for himself additional tasks	
					____

Please record here instances that support your judgment.

C. Does he get others to do what he wishes?

Probably unable to lead his fellows	Lets others take lead	Sometimes leads in minor affairs	Sometimes leads in important affairs	Displays marked ability to lead his fellows; makes things go	
					____

Please record here instances that support your judgment.

D. How does he control his emotions?

Too easily moved to anger or fits of depression, etc.

Tends to be over emotional

Unresponsive, apathetic

Tends to be unresponsive

Usually well balanced

Well balanced

Unusual balance of responsiveness and control

Please record here instances that support your judgment.

E. Has he a program with definite purposes in terms of which he distributes his time and energy?

Aimless trifler

Aims just to "get by"

Has vaguely formed objectives

Directs energies effectively with fairly definite program

Engrossed in realizing well formulated objectives

Please record here instances that support your judgment.

Grade of Pupil	Terman Test of Mental Ability*				Pinter-Cunningham Primary Mental Test						National Intel		
	Chronological Age	Score	Mental Age	Intelligence Quotient	Chronological Age	Score	Mental Age	Intelligence Quotient	Score Rank in Her Grade	Score Rank in Primary Grades	Chronological Age	Score	Mental Age
5													
2					‡9:4	41	8:2	‡88	3	6	15:6	67	9:11
2					‡9:0	49	9:0	‡100	2	2			
8	18:1	63	12:8	79									
	(18:5)	(77)	(13:3)	(83)									
5													
8	15:6	64	12:8	82							14:5	44	8:6
	(15:10)	(92)	(14:0)	(88)									
5													
5											11:4	82	10:11
8	15:4	71	13:0	85							9:5	84	11:0
	(15:8)	(84)	(13:7)	(87)									
1					‡9:2	34	7:5	‡81	2	12			
8	17:2	39	11:6	72									
	(17:6)	(73)	(13:1)	(82)									
2													
5					?	29	6:10	?	7	13			
8	14:8	63	12:8	86							14:9	80	10:9
	(15:0)	(74)	(13:1)	(87)									
11	17:8	113	15:0	94									
	(18:0)	(131)	(15:10)	(99)									
4													
7	15:6	27	10:11	70								19	
9	16:10	73	13:1	82							15:8	93	11:6
	(17:2)	(70)	(12:11)	(81)									
4													
Primer											12:5	54	9:0
8	18:0	48	11:11	74	9:0	21	5:11	66	2	14			
	(18:4)	(52)	(12:1)	(76)									
2													
3					9:10	52	9:0	92	1	1			
3					10:9	48	8:11	83	1	3			
6					10:9	47	8:10	82	2	4			
6											16:6	100	11:11
2											14:6	86	11:1
Primer					9:5	38	7:10	‡83	5.5	10			
6					8:0	20	5:10	‡73	3	15			
7	17:9	44	11:8	73							13:4	90	11:4
5											17:11	85	11:0
8	16:7	55	12:3	77							14:4	86	11:1
	(16:11)	(73)	(13:2)	(82)									
5													
4											11:3	73	10:4
5											11:1	51	8:10
1												60	9:5
5					10:1	40	8:1	80	1	7			
2											15:9	78	10:8
6					8:10	38	7:10	‡89	5.5	10			
Primer											11:10	117	13:0
3					9:8	38	7:10	‡81	1	10			
2					13:7	45	8:7	63	3	5			
5					‡10:0	39	7:11	‡79	4	8			
8	‖17:9	81	13:6	84							12:1	57	9:3
	(18:1)	(95)	(14:1)	(88)									
4											15:8	68	9:11

[1]This table does not justify its length by the results of the tests recorded, but it illustrates the trial and e some simplification.

*( ) ; second test. A. H. S. Content Test first given when they entered K. T. S. Some had been out o

‖Too high A. R.

‡Cannot verify exact age.

¶Impossible to check this. National scores sure to be higher because of error in method. Hence, not incl

†Ranks in ( ) because fewer nos. render comparison with other ranks impossible.

§Too low to compile.

; K. T. S. GIRLS, 1926-27[1]

ligence Test			Haggerty Intelligence Examination. Delta 2			Trabue Mn. Nos. 2, 3, 5, 16 and 20			Stanford Achievement Test†						Ac pl m R
Intelligence Quotient	Rank in Score in Her Grade	in Grades 4–7	Score	Age Corresponding to Score	Grade Corresponding to Score	Score	Rank in Grade	Rank in Grades 4–7	Chronological Age	Score	Educational Age	Educational Quotient	Score Rank in Her Grade	Score Rank in Grades 4–7	
64	7	14	.....	.....	.....	51	1.5	6.5	15:6	31	10:4	67	8	14	
.....	.....	.....	.....	.....	.....	33	1	1	‡9:6	15	8:9	‡92	(3)	(4)	
.....	.....	.....	.....	.....	.....	31	2	2	‡9:2	13	8:5	92	(4)	(5.5)	
.....	.....	.....	.....	.....	.....	48	27	.....	18:5	63	13:2	74	.....	.....	
59	9	18	43	8:11	3	41	7.5	14.5	14:6	24	9:7	66	9	17	
.....	.....	.....	.....	.....	.....	51	32	.....	15:10	60	12:9	81	.....	.....	
96	3	9	.....	.....	.....	51	1.5	6.5	11:11	44	11:4	100	3	4	
117	2	8	.....	.....	.....	38	9	16	9:5	49	11:9	125	1	2	
.....	.....	.....	.....	.....	.....	38	18	.....	15:8	74	14:9	94	.....	.....	
.....	.....	.....	.....	.....	.....	27	2	5.5	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	55	37	.....	17:6	63	13:2	75	.....	.....	
.....	.....	.....	.....	.....	.....	1	7	15	.....	.....	.....	.....	.....	.....	
73	4	10	.....	.....	.....	50	3	8	14:9	42	11:2	76	4	6	
.....	.....	.....	.....	.....	.....	46	28	.....	15:0	55	12:4	82	.....	.....	
.....	.....	.....	.....	.....	.....	70	47	.....	18:0	139	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	23	3	19	.....	.....	.....	.....	.....	.....	
73	1	3	.....	.....	.....	53	1	4.5	15:9	33	10:6	67	2	12	
.....	.....	.....	.....	.....	.....	66	42	.....	17:2	71	14:4	84	.....	.....	
72	2	16	.....	.....	.....	15	4	20	12:5	26	9:0	79	2	16	
.....	.....	.....	.....	.....	.....	4	1	14	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	37	22	.....	18:4	58	12:7	71	.....	.....	
.....	.....	.....	.....	.....	.....	26	3	7	‡10:0	12	8:4	83	(5)	(7)	
.....	.....	.....	7	7:0	§.....	28	2	4	10:10	13	8:5	78	(2)	(5.5)	
.....	.....	.....	8	7:0.5	§.....	27	3	5.5	10:10	18	9:1	84	(1)	(2)	
74	2	2	77	11:7	5	54	3	3	16:7	43	11:3	68	2	5	
76	4	5.5	59	10:1	4	53	4	4.5	14:7	40	11:0	75	4	8.5	
.....	.....	.....	.....	.....	.....	10	6	12.5	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	14	2.5	10.5	.....	.....	.....	.....	.....	.....	
85	3	4	50	9:5	3–4	55	2	2	13:4	41	11:1	83	3	7	
69	2	7	.....	.....	.....	48	2	10	17:11	40	11:0	62	1	8.5	
77	1	5.5	72	11:2	4+	49	4	9	14:4	45	11:5	80	2	3	
.....	.....	.....	.....	.....	.....	51	29	.....	16:11	70	14:2	84	.....	.....	
92	6	12	38	8:8	3	41	7.5	14.5	11:3	34	10:7	93	6	11	
80	3	17	29	8:2	3	34	2	18	11:1	22	9:5	85	3	19	
(6)¶	.....	.....	.....	.....	.....	¶(42)	5.5	12.5	12:6	23	9:6	76	10	18	
.....	.....	.....	.....	.....	.....	10	1	12.5	.....	.....	.....	.....	.....	.....	
68	5	11	.....	.....	.....	42	5.5	12.5	15:9	37	10:9	68	5	10	
.....	.....	.....	.....	.....	.....	21	5	9	‡9:0	17	9:0	100	(2)	(3)	
110	1	1	69	10:11	4	59	1	1	11:10	58	12:7	106	1	1	
.....	.....	.....	.....	.....	.....	14	2.5	10.5	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	30	1	3	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	23	4	8	10:2	20	9:4	92	(1)	(1)	
77	8	15	49	9:4	3+	35	10	17	12:2	32	10:5	86	7	13	
.....	.....	.....	.....	.....	.....	68	43	.....	18:1	60	12:9	72	.....	.....	
63	1	13	.....	.....	.....	44	1	11	15:8	29	10:1	64	1	15	

rror method by which, with much technical counsel, the testing got under way and served a special purpose in leadi

f school several years; at time of second test they were doing much better school work.

uded in totals. Trabues A. R.

Test Data for K. T. S. Girls, 1927-28

Chronological Age	Approximate Public School Grade						Terman Group Intel. Test				National Intel. Exam.		Haggerty Intel. Exam.		Trabue Mentimeter		Stanford Achievement				Iowa Place Test		Accomplishment Ratio
	Hist.	Geog.	Spell.	Hyg.	Arith.	Eng.	Score	%ile	M. A.	I. Q.	Score	%ile	Score	%ile	Score	%ile	Score	%ile	E. A.	E. Q.	Score	%ile	
7-8	*P	P	P	P	P	P							9	1	4	41	15	12	8-9	80			75
10-11	3	4	4	4	3	3	42	21	11-7	106	66	23	69	62			38	50	10-10	67			100
17-7	7	6	6	6	7	7	46	22	11-10	67	135	81					39	55	10-11	62			84
17-7	6	6	6	6	7	7	72	72	13-0	74	137	85					45	79	11-5	53	47	1	82
21-7	9	9	9	9	9	9	92	86	14-0	65							28	33	10-0	63			84
15-10	5	6	6	6	4	4	49	38	11-11	75	83	37											
8-2	P	P	P	P	P	P							62	47	20	57	17	16	8-11	86			75
10-4	3	4	4	4	3	3	48	36	11-11	115	47	15	88	91			45	79	11-5	67	58	50	82
17-1	9	9	9	9	9	9	91	85	14-0	82							54	92	12-2	88			85
13-9	7	6	6	6	7	7	96	89	14-2	103	161	99					40	60	11-0	94			83
11-8	6	6	6	6	7	6	78	78	13-4	114	133	79					40	60	11-0	102			86
10-9	6	6	6	6	7	6	67	68	12-10	119	148	94											
10-7	2	2	2	2	2	2					25	5			40	100							
16-1	6	6	6	6	6	6											39	55	10-11	68	52	20	84
16-2	9	9	9	9	9	9	75	74	13-2	81							55	93	12-4	83			86
14-10	7	6	6	6	7	7	100	93	14-4	97	162	100											
7-10	P	P	P	P	P	P							22	13	4	41	49	61	11-9	64	80	87	85
18-4	10	10	10	10	10	10	88	83	13-10	75							24	25	9-7	75			79
12-9	4	4	4	4	4	4	52	54	12-1	95	80	31					†13	9					
11-0	3	....	4	4	3	3	51	42	12-1	110	56	18	57	42			†12	6					
12-1	3	4	4	4	3	3	38	17	11-5	94	46	15	87	90			16	14	8-10	73			72
12-1	3	4	4	4	3	3	54	48	12-2	101	60	19	76	73									
	P	P	P	P	P	P							31	19	2	1	39	55	10-11	61			97
17-10	6	6	6	6	7	7	32	4	11-2	63	120	71					35	40	10-8	67			91
15-11	6	6	6	6	7	7	46	28	11-10	74	109	63					36	42	10-9	73			90
14-9	6	6	6	6	6	6	48	36	11-11	81	111	65					40	60	11-0	70			96
15-8	5	6	6	6	4	6	39	18	11-6	73	131	78					56	100	12-5	69	92	100	88
18-1	10	10	10	10	10	10	95	88	14-1	78							37	42	10-9	85			85
12-7	5	6	6	6	6	6	61	55	12-7	100	104	55					55	93	12-4	88	74	75	82
14-0	8	8	8	8	8	8	116	100	15-1	108							50	88	11-10	99			94
12-0	7	6	6	6	6	7	62	57	12-7	105	139	88					42	70	11-2	84			86
13-4	5	6	6	6	6	6	73	73	13-1	98	28	6					30	35	10-2	73			88
13-10	5	6	6	6	4	4	38	17	11-5	83	86	40					44	77	11-4	75	57	42	89
15-2	8	8	8	8	8	8	63	60	12-8	84							40	60	11-0	78			89
14-1	7	6	6	6	7	7	56	50	12-4	88	133	79											
11-6	2	2	2	2	2	2					16	1			29	85	29	34	10-1	59			89
17-1	5	6	6	6	6	6	36	8	11-4	66	108	61					21	20	9-4	92			79
10-2	3	....	4	4	3	3	49	39	11-11	117	75	28	68	59			38	50	10-10	73			90
14-8	7	6	6	6	7	7	46	27	11-10	81	107	60											
9-11	P	P	P	P	P	P									16	53	41	65	11-1	93			
11-11	6	6	6	6	6	4	62	56	12-7	106	112	66	36	23			46	81	11-6	87			88
13-2	7	6	6	6	7	7	81	80	13-6	103	142	90					31	36	10-4	90			84
11-6	5	6	6	6	4	4	44	22	11-8	101	80	31											89
11-4	3	....	4	4	3	3	34	6	11-3	99	78	30	93	100			21	21	9-4	82			83
11-2	4	4	4	4	4	4	69	69	12-11	116	95	48					28	33	10-0	90			77
10-10	3	....	4	4	2	3	35	7	11-4	105	36	9	55	41			†9	1					
13-6	4	4	4	4	4	4	60	53	12-6	93	98	51					27	32	9-11	73			78
11-5	4	4	4	4	4	4	50	40	12-0	105	98	51					37	49	10-9	94			90
9-10	3	....	4	4	3	3	26	1	10-11	111	47	15	74	70			†12	6					
13-2	3	4	4	4	4	4	56	50	12-4	94	97	50					†11	4					
19-3	9	9	9	9	9	9	116	100	15-1	78							48	85	11-8	61	69	62	78

*Primer. †Scores too low to determine E. A.; therefore E. Q. and A. R. cannot be found.

TEST DATA FOR K. T. S. GIRLS AND BOYS, 1928-29

Chron. Age	Group	I. Q.	Advanced Otis Intell.		Primary Otis Intell.		Burgess Reading		Eng. Survey		Stan. Rev. Binet-Simon		Stan. Achieve.		Aver. of %ile Rank
			Score	%ile	Score	%ile	Score	%ile	Score	%ile	Score	%ile	Score	%ile	
9–11	I	86			46	18	4	40			102	35			35
8–0	I	94			41	9	4	40			90	15			27
11–3	II	89			63	51	6	59	6	20	118	61	219	29	41
8–5	I	92			65	54	3	25			93	20			28
10–8	II	90	53	8	55	37	2	16	9	26	115	56	218	29	38
16–6	IV	96	111	43	65	54	5	52	34	72	183	99	386	89	81
11–1	I	60									78	7			7
12–9	III	79			68	60	2	16	4	13	119	62	190	19	41
9–10	I	79									93	20			20
14–3	I	62			40	8					106	42	102	8	19
7–10	I	83									78	7			7
15–2	IV	100	143	92	80	91	12	92	48	90	182	98	390	92	93
17–11	IV	82	114	49	79	88	10	84	18	53	157	90	365	75	79
21–11	IV	85	124	81	74	78	10	84	39	80	163	92	378	85	86
9–10	I	81			51	28	4	40			106	42			39
5–10	I	107									75	5			5
17–4	IV	85	112	44	72	70	7	68	37	84	164	93	371	80	83
14–0	IV	104	118	58	81	92	13	94	38	79	175	97	388	90	91
11–11	III	105	120	62	80	91	13	94	32	60	151	87	378	85	82
11–0	III	114	123	77	76	82	17	100	47	94	142	83	430	100	85
6–11	I	97									81	9			9
10–1	II	94			46	18	2	16	8	25	114	54	165	13	30
10–10	II	92			51	28	1	10	1	4	120	63	143	11	31
12–4	III	84			74	77	5	52	16	51	124	69	289	46	60
15–4	I	46			31	4	3	25			87	12			17
16–4	III	69			82	94	10	84	31	62	132	77	336	56	72
16–5	IV	65	117	55	72	70	9	78	37	71	124	69	363	74	71
13–0	II	71			62	49	4	40	21	49	111	50	261	38	45
8–1	I	83			22	1	1	10			81	9			8
10–0	I	90			53	32	4	40			108	45			41
14–0	III	80			44	13	8	74	19	60	129	74	309	53	55
9–0	I	75									81	9			9
13–5	II	62			49	24	2	16	5	17	99	30	201	23	29
11–2	II	72			32	6	3	25			96	25			26
13–11	III	82			71	68	5	52	15	40	136	80	254	37	70
11–3	II	86			62	49	6	59	2	8	117	60	218	29	45
6–6	I	81									63	1			1
12–0	II	69			54	34	3	25	9	28	102	35	160	12	27
12–0	II	70			57	43	4	40	13	39	108	45			42
9–0		86			49	23	3	25			93	20			23
													228	33	33
11–2	II	88			62	49	5	52	18	40	114	54	227	32	43
18–2	I	76	91	23	79	88	9	78	38	69	146	85	345	60	76
16–2	IV	76	95	31	76	83	11	87	41	83	146	85	344	59	76
10–1	II	84			43	13					102	35	102	8	16
8–0	I	66			39	7	4	40			96	25			30

TEST DATA FOR K. T. S. GIRLS AND BOYS, 1928-29 — *Cont.*

Chron. Age	Group	I. Q.	Advanced Otis Intell.		Primary Otis Intell.		Burgess Reading		Eng. Survey		Stan. Rev. Binet-Simon		Stan. Achieve.		Aver. of %ile Rank
			Score	%ile	Score	%ile	Score	%ile	Score	%ile	Score	%ile	Score	%ile	
10–4	I	81	.....	.....	43	13	3	25	.....	.....	105	40	.....	.....	28
7–10	I	73	.....	.....	.....	.....	.....	.....	.....	.....	69	2	.....	.....	2
14–0	III	66	.....	.....	66	56	8	74	18	55	111	50	249	36	45
15–11	III	73	.....	.....	78	86	11	87	35	70	140	83	358	68	77
12–11	III	80	.....	.....	80	91	7	68	39	74	125	70	336	57	69
14–3	IV	100	151	100	79	89	16	98	43	90	171	96	404	97	93
12–3	III	94	117	55	78	86	8	74	44	92	138	81	402	96	85
15–3	IV	76	99	29	68	59	12	92	43	89	139	82	354	66	77
13–7	III	102	118	58	77	85	12	92	44	92	165	94	378	85	86
12–2	III	87	.....	.....	69	62	4	40	7	23	129	74	267	41	54
14–5	III	83	.....	.....	80	91	7	68	34	72	143	83	380	85	80
15–4	II	64	.....	.....	.....	.....	2	16	.....	.....	118	61	.....	.....	35
9–8	II	105	.....	.....	57	42	.....	.....	.....	.....	122	66	118	9	32
11–0	II	77	.....	.....	48	21	2	16	2	8	108	45	82	4	22
11–0	II	76	.....	.....	47	20	.....	.....	1	4	108	45	62	1	20
8–5	I	89	.....	.....	.....	.....	.....	.....	.....	.....	90	15	.....	.....	15
17–4	III	60	.....	.....	71	68	7	68	26	50	115	56	335	56	62
10–5	II	85	.....	.....	64	53	4	40	14	36	106	42	228	33	40
15–11	III	62	.....	.....	72	70	6	59	15	41	118	61	289	46	57
15–0	III	82	.....	.....	69	62	7	68	31	71	139	82	365	75	74
8–8	I	92	.....	.....	55	36	4	40	.....	.....	96	25	181	17	26
12–4	III	99	93	26	77	84	.....	.....	.....	.....	146	85	364	74	80
11–9	I	70	.....	.....	55	37	3	25	.....	.....	99	30	.....	.....	29
10–0	III	87	.....	.....	74	77	7	68	29	70	134	78	369	78	76
8–0	I	88	.....	.....	.....	.....	.....	.....	.....	.....	84	11	.....	.....	11
13–5	IV	104	142	90	84	100	12	92	44	90	167	95	391	92	94
11–3	I	70	.....	.....	50	25	4	40	.....	.....	93	20	.....	.....	31
9–2	I	85	.....	.....	30	3	3	25	.....	.....	93	20	.....	.....	20
15–3	II	60	.....	.....	50	30	.....	.....	1	4	108	45	72	3	22
7–2	I	92	.....	.....	.....	.....	.....	.....	.....	.....	78	7	.....	.....	7
9–1	I	91	.....	.....	.....	.....	.....	.....	.....	.....	99	30	.....	.....	30
9–2	I	71	.....	.....	.....	.....	.....	.....	.....	.....	78	7	.....	.....	7
13–8	III	66	.....	.....	.....	.....	4	40	10	31	108	45	266	40	43
13–5	III	80	.....	.....	69	72	7	68	27	61	128	73	376	84	68
9–6	I	84	.....	.....	28	2	3	25	.....	.....	96	25	.....	.....	21
11–8	II	71	.....	.....	53	32	10	84	16	46	108	45	283	43	46
11–6	III	99	113	47	80	91	6	59	30	58	136	80	342	58	72
13–8	III	79	.....	.....	72	70	6	59	23	54	129	74	314	54	64
12–1	II	105	.....	.....	55	36	1	10	5	18	105	40	207	24	31
11–8	II	89	.....	.....	60	46	9	78	24	66	124	69	299	50	59
10–1	II	92	.....	.....	48	21	1	10	2	8	111	50	166	14	27
13–6	II	92	.....	.....	59	44	5	52	23	61	111	50	292	47	52

RECORD SHEET—OTIS GROUP INTELLIGENCE SCALE—FORM "A," PRIMARY
Grades 3, 4, 5, Konnarock Training School, Konnarock, Va.
Test Administered October 28, 1929

Boy or Girl	Chron. Age		Tests								Total Score	Normal	I. Q.	P. R.
	Yrs.	Mos.	1	2	3	4	5	6	7	8				
G.....	12	5	12	12	10	10	4	8	10	8	74	79	96	37
G.....	12	7	3	9	11	10	0	7	4	5	49	80	75	1.8
G.....	12	4	7	11	6	0	2	0	7	1	34	79	64	.12
G.....	13	6	6	12	6	8	3	7	3	7	52	86	72	.91
G.....	15	7	5	8	3	0	2	4	4	8	34	98	82	6.45
G.....	11	3	10	12	7	7	1	3	4	4	48	72	80	4.6
G.....	14	6	8	12	9	10	5	8	8	9	69	92	81	5.6
G.....	14	10	15	12	9	3	3	7	6	7	62	94	74	1.42
G.....	13	2	15	12	9	10	4	8	3	7	69	84	88	16
G.....	12	10	12	12	9	10	4	6	9	9	71	82	91	22.5
G.....	11	3	12	12	9	10	2	7	3	9	64	72	93	28
G.....	11	8	9	8	8	9	5	5	3	10	57	75	82	6.45
G.....	12	11	11	12	10	10	3	7	3	8	64	82	85	11
G.....	13	6	13	12	9	9	4	8	4	7	65	86	83	7.6
G.....	13	6	13	12	10	10	2	8	10	9	74	86	90	20
G.....	12	5	14	11	10	10	4	7	4	9	69	79	92	25
G.....	13	11	9	12	12	1	5	6	3	7	55	88	73	1.16
G.....	12	9	6	12	9	10	3	8	6	8	62	81	84	8.9
B.....	14	10	13	11	6	10	3	1	1	7	52	94	66	.21
B.....	11	3	12	10	5	9	4	4	1	8	53	72	84	8.9
B.....	11	3	12	12	8	3	4	7	1	7	54	72	85	11
B.....	10	10	13	12	10	10	4	7	1	9	66	69	97	37
B.....	13	11	11	12	6	10	5	6	7	10	67	88	83	7.6
B.....	14	10	11	11	10	6	3	7	3	5	56	94	69	.46

RECORD SHEET OF OTIS GROUP INTELLIGENCE SCALE—FORM "B," ADVANCED
Grades 6 and 7, Konnarock Training School, Konnarock, Va.
Test Administered October 29, 1929

Boy or Girl	Age		Tests										Total Score	Normal Tab. 4	I. Q.	P. R.
	Yrs.	Mos.	1	2	3	4	5	6	7	8	9	10				
G....	13	5	14	20	15	18	15	11	13	17	24	15	162	95	123	97.3
G....	12	2	14	19	14	12	12	12	16	15	24	21	159	82	126	98.5
G....	14	1	13	13	14	11	11	9	13	17	23	23	147	101	116	91.1
G....	14	9	12	18	14	15	12	8	13	15	19	23	149	108	114	88.
G....	15	6	11	15	16	9	9	8	12	11	23	21	135	115	107	72.
G....	12	7	15	14	9	12	8	7	13	13	14	18	123	86	113	86.
B....	14	7	10	12	5	3	13	8	8	12	9	22	102	106	98	43.
G....	14	0	13	8	7	11	7	5	8	11	9	20	99	100	99	47.
G....	16	1	11	0	15	2	5	8	4	12	16	11	84	121	87	14.
G....	14	10	8	12	7	4	6	9	2	5	6	19	78	109	89	18.
B....	15	0	4	4	4	0	7	3	10	14	10	21	77	110	89	18.
G....	10	11	7	10	9	4	5	4	5	12	3	17	76	66	104	63.
B....	13	6	9	9	10	0	8	2	4	8	9	15	74	95	93	28.
G....	12	5	10	0	11	0	7	4	6	14	6	11	69	85	94	31.
			*(7)										*(72)		*(83)	*(7.61)
B....	16	1	2	8	8	0	9	7	1	1	11	20	67	121	82	6.45
B....	13	3	8	8	1	0	6	6	4	6	9	17	65	93	90	20.
			(10)				(5)	(1)					*(49)		*(82)	*(6.45)
G....	14	2	0	0	4	0	0	0	0	5	10	14	33	102	77	2.7
G....																

*Figures in parentheses, above regular column of figures, indicate possible score if given all benefit of doubt in scoring answers.

CLASS RECORD—STANFORD ACHIEVEMENT TEST—FORM "B," PRIMARY
Grades 3, 4, 5, Konnarock Training School, Konnarock, Va.
Test Administered October 28, 1929

Chronological Age		Test			Total Reading	Test		Total Arithmetic	Test	Composite Score	Educational Age	
Yrs.	Mos.	1	2	3		4	5		6		Yrs.	Mos.
12	5	54	26	30	110	68	28	96	78	28.4	10	4
12	7	2	10	13	25	56	12	68	48	14.1	8	7
12	4	26	17	16	59	32	20	52	64	17.5	9	.....
13	6	30	28	25	83	72	20	92	92	26.7	10	4
15	7	22	14	18	54	88	40	128	68	24	9	10
11	3	30	17	12	59	48	36	84	58	20.1	9	4
14	6	62	26	29	117	100	64	164	74	35.5	10	9
14	10	42	28	25	95	100	56	156	102	35.3	10	8
13	2	46	26	21	93	68	44	112	78	29.2	10	4
12	10	68	38	36	142	100	56	156	96	39.4	10	11
11	3	30	16	29	75	84	28	112	78	26.2	10	.....
11	8	58	32	27	117	64	44	108	84	30.9	10	2
12	11	20	14	16	50	68	24	92	68	21	9	5
13	6	2	18	25	45	84	28	112	96	25.3	9	10
13	6	46	15	25	86	88	32	120	92	29.8	10	5
12	5	52	16	32	90	52	24	76	72	23.8	9	8
13	11	40	21	15	76	36	20	56	62	19.4	9	2
12	9	54	32	34	120	100	44	144	96	36.2	10	9
14	10	22	14	12	48	48	28	76	54	17.8	9	1
11	3	32	23	20	75	76	44	120	70	26.5	10	.....
11	3	2	9	8	19	44	16	60	64	14.3	8	7
10	10	28	16	3	52	92	36	128	60	24	9	9
13	11	4	3	7	14	44	20	64	46	12.4	8	4
14	10	16	19	11	46	48	32	80	38	16.4	8	10

RECORD SHEET OF STANFORD ACHIEVEMENT TEST—FORM "A," ADVANCED
Grades 6 and 7, Konnarock Training School, Konnarock, Va.
Test Administered October 29, 1929

Age		Tests			Total Reading	Tests		Total Arith.	Tests				Composite Score	Ed. Age	
Yrs.	Mos.	1	2	3		4	5		6	7	8	9		Yrs.	Mos.
13	5	96	74	69	239	152	92	244	64	71	54	196	86.8	16	4
12	2	96	62	70	228	128	96	224	59	67	41	168	78.7	15	4
14	1	90	57	59	206	132	100	232	60	61	44	154	75.7	15	1
14	9	94	62	65	221	104	88	192	64	47	50	156	73.0	14	8
15	6	78	37	60	175	140	104	244	72	46	48	160	74.5	14	11
12	7	70	48	43	161	100	64	164	50	43	30	134	58.2	12	7
14	7	68	49	43	160	108	88	196	57	29	36	158	63.6	13	3
14	0	80	58	52	190	100	64	164	62	35	50	140	64.1	13	3
16	1	80	52	45	177	116	84	200	52	38	28	152	64.7	13	5
14	10	58	38	46	142	92	60	152	52	21	29	122	51.8	12	0
15	1	70	49	39	158	112	68	180	60	32	22	154	60.6	12	11
11	11	74	64	43	181	100	36	136	45	27	27	138	55.4	12	4
13	7	62	45	46	153	96	64	160	52	33	24	112	53.4	12	1
12	5	56	39	38	133	72	48	120	47	12	36	122	47.0	11	7
16	1	52	41	36	129	68	68	136	41	13	13	124	45.6	11	6
13	3	66	35	33	134	76	56	132	47	18	12	94	43.7	11	4
14	2	70	42	38	150	76	52	128	31	6	30	112	45.7	11	6
13	6	74	48	54	176	132	100	232	61	41	36	166	71.2	14	4

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[1]The initials K. T. S. are abbreviations for Konnarock Training School.

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